



PEDAGOGICAL PROJECT

MASTER IN PUBLIC POLICY





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1. Introduction

1.1. Concept

The Masters of Public Policy (MPP) is a *lato sensu* postgraduate program, lasting one (1) year, developed and offered by the National School of Public Administration (Enap), in English, which will bring together Brazilian and foreign specialists, in order to equip the student with theoretical and practical knowledge, integrated in a multidisciplinary curriculum with a global focus and directed to the future of the Brazilian public service.

1.2. Target Audience

Middle-senior federal civil servants or employees who perform or expect to perform strategic functions in the coming years in the design, implementation or evaluation of public policies at the local, state or national level.

1.3. Justification

The technical and political capacity of a government plays a fundamental role in the results of the policies adopted. Hence, the need to develop the knowledge and skills of public servants in general, and, therefore, the importance of creating high-quality training programs. But the training of employees involved in the formulation of public policies has two particularities that must be addressed.

First, technological, social, and political developments now force rapid changes in the public sector. In addition, the Covid19 pandemic itself has brought to the table the need to expand the technical-political capacity of government managers so that they can adapt and respond to government challenges. This picture of increasing complexity of the challenges faced by the administration suggests the need for a wide range of capacities to be developed.

Second, the search for constant improvement suggests the usefulness of bringing Brazilian and foreign civil servants closer together – not necessarily with a view to emulating policies, but to permit exchange information and experiences that create conditions for the expansion of cooperation and learning.



These considerations are central to the conception of this MPP and its formulation in English, in a context of peer exchange, with high-level professors, and with a focus on the development of personal skills (skills in research, technology, communication, leadership and negotiation), analytical (quantitative and qualitative data analysis, implementation and sequencing problems) and critical (monitoring, management and evaluation).

1.4. Course Identification

Course Name: International Masters in Public Policy

Certification granted: Specialist (lato sensu postgraduate program)

Modality: EaD (Distance Learning) / Synchronous Remote

Duration: 11 months

Knowledge Area: Administration and Public Policy

School regime: Part time

Number of places offered: 40

Reserve of vacancies: 30 vacancies reserved for Brazilian civil servants and employees and 10 for foreign civil servants and employees.

Expected shift: night

Year and academic period of the beginning of the Course's operation: January 2022

Admission process: Selection process organized by Enap

2. Objectives

2.1. Main goal

To train national and foreign leaders of high performance in Public Administration with internationally recognized courses and materials.

2.2. Specific goals

- a. To offer a wide range of multidisciplinary skills and competences that can be applied in the development of innovative solutions to a wide range of societal problems;
- b. To communicate knowledge about public policies, bringing innovative, internationally recognized methodologies and approaches that allow students to apply their knowledge in their daily lives as a public sector professional; and
- c. To strengthen the executive staff of the public sector through the development of leadership skills, necessary for the formation of agents of change capable of improving the quality of life of people and their communities, in Brazil and abroad.

3. Skillset to be developed

MPP graduates will be prepared to exercise high-performance leadership in large and complex teams and will learn skills that are useful for strategic positions in the public sector, including:

- Analysis: to assess research designs and findings, navigate complex datasets and define policy strategies; to promote effective ways to solve complex issues in social life; to assess of policy alternatives and tradeoffs.
- Management: to assess individuals and teams in the organization and to promoting a culture of excellence at work; to building motivation & trust; to plan the use of scarce resources; to assess risks and to build mitigation strategies; to make decisions that are efficient and sustainable through time; to communicate appropriately and effectively; to solve complex problems through cooperation; and to promoting innovation.
- Strategic thinking: to anticipate consequences of decisions; to build partnerships and alliances with stakeholders in different policy spaces.
- Commitment: to identify and advance public values; to identify the public good and act to maximize it.
- Influence: to develop self-awareness; to help create a vision for others; to become an agent for positive change.

4. Admission

4.1. Entry requirements

Brazilian candidates for admission to the MPP must meet the following criteria:

- English language proficiency;
- College degree (“graduação”) recognized by the Ministry of Education;
- Hold employment as a federal civil servant occupying an effective position, as a federal civil servant with a public examination (“concurso”), or as a federal military servant who is a member of the effective staff of the Armed Forces;
- Not currently attending another Enap lato sensu or stricto sensu postgraduate program;
- Not having attended another Lato Sensu Graduate Program offered by Enap in the two years prior to the enrollment date;
- Be approved in a selection process conducted by Enap;
- Submit the documents necessary for the registration, according to the appropriate notice (“edital”).

Foreign candidates for admission to the MPP must meet the following criteria:

- English language proficiency, equivalent to Level C1, defined by the Common European Framework of Reference for Languages (CEFR);
- College degree (“graduação”) or equivalent;
- Hold a public job;
- Not currently attending another Enap lato sensu or stricto sensu postgraduate program;
- Not having attended another Lato Sensu Graduate Program offered by Enap in the two years prior to the enrollment date;
- Be approved in a selection process conducted by Enap;
- Submit the documents necessary for the registration, according to the appropriate notice (“edital”).

4.2. Selection process

The selection process will take place in three steps:

- a) Curriculum analysis;
- b) Personal statement written in English;
- c) Interview in English.

The curriculum analysis will have a qualifying and eliminatory character. The scoring in this phase will happen automatically, with the filling of the form by the candidate. The following will be scored: experiences in current commission positions or in the last four years; time in public service; the occupation of effective position and academic titles.

The analysis of the Personal Statement in English will also be qualifying and eliminatory. At this stage, each candidate must submit to the panel a short paper, written in English, containing a report, in a dissertation format, about their academic background, their professional path, their objectives when attending the MPP and the importance of the course for their professional career. In addition, the candidate must identify a public policy issue in which they are interested. In the analysis of the memorial, the candidate's ability to express ideas, concepts and objectives in writing will be assessed, as well as their ability to critically reflect and master the English language in written form.

The third phase of the selection process will be an interview with a qualifying and eliminatory character to be carried out virtually on a videoconference platform. The candidate's professional profile and his/her ability to understand and express ideas and concepts in English will be evaluated, in addition to answering other questions regarding the application. The Application Form with the candidate's curricular information and the personal statement, presented at the time of application, will be used as subsidy for the interview.



The maximum score in the selection process will be 100 (one hundred) points and the minimum score for passing 50 points. The final score will be the sum of the points obtained in each stage, as shown in the table below.

| Selective Process Phases | | Maximum score | Character |
|--------------------------|------------------------------------|---------------|----------------------------|
| 1 | Curriculum analysis and evaluation | 30 | Elimination and Qualifying |
| 2 | Memorial Analysis and Evaluation | 40 | |
| 3 | Interview | 30 | |

20% of the places are reserved for self-declared black students; 5% for indigenous and disabled people.

5. Hours

The mandatory course load is 360 hours, spread over 11 months.

Each course contains 30 hours of instruction divided into three weeks with 10 hours of classes in each one. Classes will be held on the following days and times: Monday from 6:30 pm to 9:00 pm and Tuesday and Thursday from 6:30 pm to 10:00 pm (all in BRT – Brasília Time).

In principle, there will be a one-week break without classes at the end of each subject, according to the schedule set out in item 11 below.



6. Methodology

The Teaching-Application learning methodology will be applied for the organization of programs and definition of didactic-pedagogical strategies. Teaching-application, a learning methodology inspired by educational constructivism, consists of promoting learning by bringing students, subjects of their learning, closer to the specific issues and situations of government practice, incorporating the knowledge they have as a result of their experience.

The theoretical contents will be followed by case analysis so that students can make sense of the complex scenarios where policies are designed, implemented and evaluated. Students will be invited to identify issues and seek public policy solutions through the use of rigorous concepts, theories, evidence and data.

The methodology to be adopted in each subject with specific content will be defined by the professor, in dialogue with the course coordination and based on Enap's guidelines and suggestions to be offered in a specific document on methodological guidelines and in planning meetings.

Enap's specialization courses strive to integrate and apply the contents taught through the Applied Integrating Discipline (DIA). DIA consists of a knowledge integration laboratory for innovation and improvement of public management practice, with experimentation activities that take place throughout the course, between blocks of disciplines. At each meeting, themes relevant to the group of subjects previously taught are summarized, with the application of knowledge to specific cases.

At the MPP, the strategy for content integration and application includes the discussion of public policy challenges outlined by the students in their personal statements. These challenges will be discussed on at the DIA. They should also be compiled and made available to the course's instructors so that course discussions can address topics directly relevant to the students' professional realities.

7. Certification

The title of Public Policy Specialist will be awarded to students who successfully accomplish the MPP requisites.

For approval and certification in the course, the criteria of academic performance and minimum school attendance will be adopted, as established in the Regulation of Postgraduate Courses Lato Sensu (Specialization) of the National School of Public Administration Foundation – Enap, which makes reference to the following requirements:

- minimum attendance of 75% (seventy-five percent) of the total planned workload;
- minimum attendance of 50% (seventy-five percent) of the workload of each subject;
- satisfactory evaluation in the performance of all subjects, with a minimum grade of 6.0 (six).

8. Infrastructure

In light of the available functionalities, especially the ease of handling the tool for dividing participants into groups, the use of the Zoom platform is recommended to support synchronous teaching-learning activities taught remotely. Additionally, it is suggested the use of other platforms available to promote interaction and engagement of students, such as Miro, Mentimeter, Kahoot, Perusall, Google Documents and Jamboard. Enap may elect to offer training in these tools and platforms to instructors who show an interest.



9. Curricular structure

Mandatory course load: 360 hours

Optional course load: 23 hours



| | Mandatory Subjects | Hours | Format |
|---|---|--------------|--|
| 1 | Fundamentals of the Policy Making Process | 30 | Synchronous |
| 2 | Microeconomic Policy & Analysis | 30 | Synchronous and asynchronous (Columbia University partnership) |

| | | | |
|----|--|----|--|
| 3 | Decision Models | 30 | Synchronous and asynchronous (Columbia University partnership) |
| 4 | Empirical Methods for Policy Making | 30 | Synchronous |
| 5 | Law, Economics and Public Policies | 30 | Synchronous |
| 6 | Effective Management in Public Service | 30 | Synchronous and asynchronous (Columbia University partnership) |
| 7 | Innovation in Government | 30 | Synchronous and asynchronous |
| 8 | Colloquium on the Political Economy of Public Policies in Brazil and other Middle-Income Countries | 30 | Synchronous |
| 9 | Leadership in the Public Sector | 30 | Synchronous |
| 10 | New Technologies and eGovernment | 30 | Synchronous |
| 11 | Sustainable Development | 30 | Synchronous and asynchronous (Columbia University partnership) |
| 12 | Applied Integrating Discipline (DIA) | 30 | Synchronous |

| Optional subject | Workload | Format |
|------------------|----------|--|
| 13 Leveling | 15 | Synchronous and asynchronous (Columbia University partnership) |



10. Courses

10.1. Fundamentals of the Policy Making Process

To address the main theories and models of public policy development and understand their importance for a democratic system. Students must be able to identify the agents, conditions, available structures and other elements that guide the formulation of public policies. The course will also seek to develop the ability to understand the fundamentals of the process of formulating public policies and to discuss the current difficulties and dilemmas faced by the legislator in preparing them. It is expected that students learn to use, throughout the course, tools for analyzing the cycle of public policies, evaluating their types, stages and instruments.

List of topics:

- a) Dimensions of the public policy formulation process and the influence of the social, political and economic context
- b) Theories and models of public policy formulation;
- c) Stages and instruments for the implementation of public policies;
- d) Difficulties and dilemmas in the formulation and application of public policies;
- e) The different actors that participate in the elaboration of public policies;
- f) The political nature of the public policy formulation process;
- g) Analysis of national experience compared to other countries;

Suggested bibliography:

- Larry Gerston, **Public Policy Making: Process and Principles** 3rd Edition, Routledge.
- Thomas Birkland, **An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making** 5th Edition, Routledge.
- Karen Johnston Miller and Duncan McTavish, **Making and Managing Public Policy**, Taylor and Francis Group.

10.2. Microeconomic Policy & Analysis

To study decisions of individuals and firms and their interactions in the market focusing on the behavior of consumers and producers within an industry. The discipline's specific objectives are to introduce the discussion on the formation of prices and quantities of goods and services, as well as on the effects of regulation, taxation and trade opening.

List of topics:

- a) Questions and Methods in Economics.
- b) How Markets Work.
- c) Markets and Welfare.
- d) The Public Sector Economy.
- e) Company Behavior and Industry Organization.

Suggested Bibliography:

- Paul Krugman and Robin Wells, **Microeconomics**, 4th Edition, Worth Publishers.
- Robert Pindyck and Daniel Rubinfeld, **Microeconomics**, 8th Edition, The Pearson series in economics. ISBN-13: 978-0-13-285712-3.
- Hal R. Varian, **Intermediate Microeconomics: A Modern Approach**, 9th Edition, University of California at Berkeley W. W. Norton & Company, New York/ London.
- Carl P. Simon and Lawrence E. Blume, **Mathematics for Economists**, International student Edition. 1994.

10.3. Decision Models

This course introduces computer-based models for decision-making. The goal is to help students become intelligent consumers of these methods. To this end, the course will cover the basic elements of modeling -- how to formulate a model and how to use and interpret the information a model produces. The course will attempt to instill a critical viewpoint towards decision models, recognizing that they are powerful but limited tools.

Topics include:

- a) Introduction to Decision Models, Optimization using Excel;
- b) Modeling Examples: Staffing, Transportation/Supply Chain, Production;
- c) Sensitivity Analysis;
- d) Multi-period Models;
- e) Integer Models.

Suggested Bibliography: [indicated by Columbia University]

10.4. Empirical Methods for Policy Making

To develop the ability to causally and empirically analyze public policies, from the approach of the main themes related to decision-making based on probabilistic, statistical and descriptive information in the context of public policies. The ability to analyze data will also be developed, as well as the use of other quantitative assessment tools, and analysis models and instruments for evaluating efficiency and quality.

List of topics:

- a) Introduction to decision theories, probability and statistics;
- b) Tools to assess real-world problems and identify the best solutions;
- c) Interpretation and evaluation of data for the formulation of public policies;
- d) Causal inference;
- e) Randomized controlled trials;
- f) Application of collected data in order to optimize decision-making in the formulation of public policies;
- g) Advanced empirical methods as practice: estimation, assumptions and analysis of results.

Suggested bibliography:

- Evan Berman and XiaoHu Wang, **Essential Statistics for Public Managers and Policy Analysts**, 4th Edition, Sage.

- Hank Jenkins-Smith, Joseph Ripberger, Gary Copeland, Matthew Nowlin, Tyler Hughes, Aaron Fister, Wesley Wehde, and Josie Davis, **Quantitative Research Methods for Political Science, Public Policy and Public Administration**: 4th Edition With Applications in R, (Book is opensource).
- Earl Babbie, **The Practice of Social Research**, 14th Edition, Cengage.

10.5. Law, Economics and Public Policies

Examine the main economic, social and legal theories and models in the formulation of public policies. Develop skills in analyzing and using economic data for decision making. Understand the role of law in the formulation of public policies.

List of topics:

- a) Incentive theory.
- b) Regulation theories.
- c) Positive and normative analysis.
- d) Ethical dimension in the formulation of public policies.

Suggested bibliography:

- Richard Posner, **Economic Analysis of Law**, 9th ed., Aspen Publisher, 2014.
- Robert Cooter and Thomas Ulen, **Law & Economics**, 6th ed., Ed. Pearson, 2016.
- Michael J. Trebilcock and Mariana Mota Prado's **Advanced Introduction to Law and Development**, Edward Elgar, 2014.
- Eldar Shafir (editor), **The Behavioral Foundations of Public Policy**, Princeton University Press, 2012

10.6. Effective Management in Public Service

To explore the most important topics faced by managers in their choices and decision-making, to develop strategic capacity and prepare action plans. The aim is to improve the ability to formulate arguments about how public administration issues should be resolved. At the end of the course, the student should be able to recognize and define public management issues at different levels of government, offer analysis of problems, find solutions and be able to make good arguments.

List of topics:

- a) Dimensions of public administration: administrative structures, cultural organization and individual skills of administrators.
- b) Motivation in the public sector.

- c) Rule of Law, the backbone of public management.
- d) Administrative burdens and bureaucratic issues.
- e) Organizational performance and learning.

Suggested Bibliography:

- Buffett, Howard W., and William Eimicke, *Social Value Investing, a Management Framework for Effective Partnerships*, Published by Columbia University Press, 2018 [ISBN: 9780231182904].
- Watson, W. E., Johnson, L., & Zgourides, G. D. (2002). The influence of ethnic diversity on leadership, group process, and performance: An examination of learning teams. *International Journal of Intercultural Relations*, 26(1), 1–16. [https://doi.org/10.1016/S0147-1767\(01\)00032-3](https://doi.org/10.1016/S0147-1767(01)00032-3)
- Snook, Scott A., and Jeffrey T. Polzer. "Army Crew Team, The." Harvard Business School Case 403-131, January 2003. (Revised March 2004.).
- Gentile, Mary C. "Preparing Business Leaders To Manage Social Impacts: Lessons from the Field," *The Journal of Human Values*, July–December 2001
- Moynihan, Donald P. *Managing for Results in State Government: Evaluating Decade of Reform*. Public Administration Review.

10.7. Innovation in Government

To study the modern demands of administration in face of the complexities of society, in order to understand the interaction of different agents in the public and private sectors. Students will learn to manage the tools for the development of innovations and transformations in government, and will be trained to analyze, through illustrative cases, examples of the implementation of innovative ideas in the public sector. The objective is to allow students to approach innovations and transformations in public administration using the theoretical tools developed throughout the subject.

List of topics:

- a) Performance of the public administration facing the demands of the 21st century;
- b) Tools for innovation in public administration;
- c) Partnerships between private entities and the public sector;
- d) Digital and technological innovations;
- e) Processes that maximize social return;

- f) Development and application of concepts and instruments in practical situations.

Suggested bibliography:

- Christian Bason, **Leading Public Sector Innovation**: Co-Creating for a Better Society, Policy Press, 2014
- Clayton M. Christensen, **The Innovator's Dilemma**: When New Technologies Cause Great Firms to Fail, Harvard Business Review Press, 2016.
- Henry Chesbrough, **Open Innovation**: The New Imperative for Creating and Profiting from Technology, Harvard Business School Press, 2003.
- Matt Ridley, **How Innovation Works**: And Why It Flourishes in Freedom, HarperCollins Publishers, 2020.
- Sandford Borins, **The Persistence of Innovation in Government**: A Guide for Innovative Public Servants, IBM Center for the Business Government, 2014
- United Nations Economic Commission for Europe Innovation in the Public Sector, ECE/CECI/23, 2017

10.8. Colloquium on Public Policies in Brazil and other Middle-Income Countries

The colloquium facilitates the discussion of contemporary issues involving economic, historical, social and political aspects in the formulation and development of public policies in Brazil, as well as in other middle-income countries. The responsible teacher will invite authors to present their work and debate with students. The choice of guests will be partially guided by the thematic preference of the students, who will be able to choose the topics they most want to address.

Possible themes include:

- a) Infrastructure development.
- b) International trade and finance.
- c) Monetary and fiscal reforms.
- d) Urban and rural development.
- e) Social Security Reform.
- f) Vocational education and training.
- g) Health and wellness.



10.9. Leadership in the Public Sector

To develop leadership skills through theoretical and practical studies so that students understand the role of the leader in public sector organizations. Leadership techniques in the public sector and their specificities will be analyzed, and there will be a study of how leadership techniques can be applied in public organizations, in contexts of greater bureaucracy and providing services to the public.

List of topics:

- a) Concept of leadership and the role of the leader in public sector organizations.
- b) The leader's spheres of action: personal, group, organizational, community and institutional.
- c) Changes in public administration over time and the importance of the leader in each context.
- d) Strategic planning in the public sector.

- e) The leader's performance in the midst of a political system.
- f) Analysis of the performance of leaders in other countries: challenges and opportunities.
- g) Decision-making ability and leadership instinct.
- h) Developing leadership styles.

Suggested Bibliography:

- Linda A. Hill and Kent Lineback, **Being the Boss: The 3 Imperatives for Becoming a Great Leader**, Harvard Business Review Press, 2011.
- OECD. **Leadership for a high performing civil service: Towards senior civil service systems in OECD countries**, 2020.
- James A. Autry. **The Servant Leader**, Ed. Prima, Roseville, Califórnia, 2001.
- Simon Sinek. **Start with Why: How Great Leaders Inspire Everyone to Take Action**, Published by the Penguin Group, 2011.
- Stephen P. Robbins and Timothy A. Judge, **Organizational Behavior**, Pearson; 18th ed., 2018.
- Roger Fisher. **Getting to Yes: Negotiating Agreement Without Giving in**, Penguin Books; 3rd Revised, 2011.

10.10. New Technologies and eGovernment

The course examines the changes that are taking place in society with the development of new technologies, especially with the use of algorithms and artificial intelligence. Products, services and workflows need to adapt quickly to constant change. The migration to the cloud that marked the transition to e-government is no longer an additional convenience to become a minimum obligation, and it is already considered late to offer services through apps, message bots and service on the social network.

List of topics:

- a) Data driven economy: new markets, new rights.
- b) Artificial intelligence and black boxes.

- c) Algorithmic discrimination: justice and efficiency criteria.
- d) Algorithmic governance and institutional models.
- e) Risk monitoring and assessment tools and frameworks.
- f) Practical cases.

Suggested bibliography:

- EUROPEAN PARLIAMENT. **A Governance Framework for Algorithmic Accountability and Transparency**. Panel for the Future of Science and Technology (pp. 36 – 38). Disponível em: [https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624262/EPRS_STU\(2019\)624262_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624262/EPRS_STU(2019)624262_EN.pdf).
- Floridi, L. **Soft Ethics and the Governance of the Digital**. Philos. Technol. 31, 1–8 (2018). <https://doi.org/10.1007/s13347-018-0303-9>.
- LESSIG, Lawrence. **The Law of the Horse: What Cyberlaw Might Teach**. Harvard Law Review, vol. 113, n. ° 2, 1999, pp. 501 – 549.
- PASQUALE, Frank. **The Black Box Society: the secrecy algorithms that control money and information**. Cambridge: Harvard University Press, 2015.
- ZUBOFF, Shoshana. **The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power**. New York: Public Affairs, 2019.

10.11. Sustainable Development

To introduce the interdisciplinary field of sustainable development based on modern theories in the fields of social, political and physical sciences. Its scope will be to analyze the complex relationship between economic development and environmental balance in the context of sustainability and social inclusion, in order to understand the role of natural resources and the environment in human well-being. By the end of this course, students will have a broad view of the main challenges and potential solutions to achieving sustainable development in the 21st century.

List of topics:

- a) Historical overview and context of sustainable development.
- b) The main dimensions of sustainable development: ecological, economic and social.
- c) Description of the complex interactions between the world economy and the Earth's physical environment.

- d) Challenges of environmental sustainability and social inclusion in the context of global economic development.
- e) Principles of sustainable development, focusing on measuring social and economic well-being on a national, regional and community scale.
- f) The role of Industry.
- g) Efficiency and innovation.
- h) International agreements and public policy instruments in search of sustainable use of natural resources and the ecosystem.

Suggested Bibliography: [indicated by Columbia University]

10.12. Applied Integrating Discipline (DIA)

Aiming to consolidate and apply the knowledge learned in the course, the discipline encompasses individual and group pedagogical activities, through which students will be encouraged to articulate learning from all disciplines, applying the knowledge acquired to specific cases.

10.13. Bootcamp on Statistics and Math

The course aims to consolidate basic mathematical concepts and skills necessary for the productive completion of the Masters of Public Policy. It ensure an introductory level of competence in basic calculus (functions, graphs, limits and derivative) as well as introductory statistics (sampling, descriptive, probability and linear regression). It will scrutinise features of selected mathematical concepts and techniques, their theoretical foundations and skills for practical applications. The course will focus on the connections between intuitive mathematical concepts and its productive application in exercises.



11. Schedule

| Week | Period | Activities | Hours | Comments |
|------|--------------------------|---|-------|----------|
| 01 | 17/01/2022 to 21/01/2022 | Course opening and student integration | 5 | |
| 02 | 24/01/2022 to 28/01/2022 | Fundamentals of the Policy Making Process | 15 | |
| 03 | 31/01/2022 to 04/02/2022 | Fundamentals of the Policy Making Process | 10 | |
| 04 | 07/02/2022 to 11/02/2022 | Fundamentals of the Policy Making Process | 10 | |
| 05 | 14/02/2022 to 18/02/2022 | Bootcamp on Statistics and Math | 15 | |
| 06 | 21/02/2022 to 25/02/2022 | * Break * | | |
| 07 | 28/02/2022 to 04/03/2022 | Microeconomic Policy & Analysis | 10 | |

| | | | | |
|----|-----------------------------|--|----|--|
| 08 | 07/03/2022 to 11/03/2022 | Microeconomic Policy & Analysis | 10 | |
| 09 | 14/03/2022 to 18/03/2022 | Microeconomic Policy & Analysis | 10 | * this week, classes will take place on Monday, Tuesday and Wednesday, due to the Thursday holiday. |
| 10 | 21/03/2022 to 25/03/2022 | * Break * | | |
| 11 | 28/03/2022 to 01/04/2022 | Decision Models | 10 | |
| 12 | 04/04/2022 to 08/04/2022 | Decision Models | 10 | |
| 13 | 11/04/2022 to 15/04/2022 | Decision Models | 10 | |
| 14 | 18/04/2022 to 22/04/2022 | * Break * | | |
| 15 | 25/04/2022 to 29/04/2022 | Empirical Methods for Policy Making | 10 | |

| | | | | |
|----|-----------------------------|--|----|--|
| 16 | 02/05/2022 to 06/05/2022 | Empirical Methods for Policy Making | 10 | |
| 17 | 09/05/2022 to 13/05/2022 | Empirical Methods for Policy Making | 10 | |
| 18 | 16/05/2022 to 20/05/2022 | * Break * | | |
| 19 | 23/05/2022 to 27/05/2022 | Applied Integrating Discipline | 10 | |
| 20 | 30/05/2022 to 03/06/2022 | Law, Economics and Public Policies | 10 | |
| 21 | 06/06/2022 to 10/06/2022 | Law, Economics and Public Policies | 10 | * this week, classes will take place on Monday, Tuesday and Wednesday, due to the Thursday holiday. |
| 22 | 13/06/2022 to 17/06/2022 | Law, Economics and Public Policies | 10 | |
| 23 | 20/06/2022 to 24/06/2022 | * Break * | | |

| | | | | |
|----|--------------------------|---|----|--|
| 24 | 27/06/2022 to 01/07/2022 | Effective Management in Public Service | 10 | |
| 25 | 04/07/2022 to 08/07/2022 | Effective Management in Public Service | 10 | |
| 26 | 11/07/2022 to 15/07/2022 | Effective Management in Public Service | 10 | |
| 27 | 18/07/2022 to 22/07/2022 | * Break * | | |
| 28 | 25/07/2022 to 29/07/2022 | Innovation and Transformation in Government | 10 | |
| 29 | 01/08/2022 to 05/08/2022 | Innovation and Transformation in Government | 10 | |
| 30 | 08/08/2022 to 12/08/2023 | Innovation and Transformation in Government | 10 | |
| 31 | 15/08/2022 to 19/08/2024 | * Break * | | |

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|----|--------------------------|---|----|--|
| 32 | 22/08/2022 to 26/08/2025 | Applied Integrating Discipline | 10 | |
| 33 | 29/08/2022 to 02/09/2026 | Colloquium on Public Policies in Brazil and other Middle-Income Countries | 10 | |
| 34 | 05/09/2022 to 09/09/2022 | Colloquium on Public Policies in Brazil and other Middle-Income Countries | 10 | |
| 35 | 12/09/2022 to 16/09/2022 | Colloquium on Public Policies in Brazil and other Middle-Income Countries | 10 | |
| 36 | 19/09/2022 to 23/09/2022 | * Break * | | |
| 37 | 26/09/2022 to 30/09/2022 | Leadership in the Public Sector | 10 | |
| 38 | 03/10/2022 to 07/10/2022 | Leadership in the Public Sector | 10 | |
| 39 | 10/10/2022 to 14/10/2022 | Leadership in the Public Sector | 10 | |

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|----|--------------------------|-------------------------|----|--|
| 40 | 17/10/2022 to 21/10/2022 | * Break * | | |
| 41 | 24/10/2022 to 28/10/2022 | e-Governance | 10 | |
| 42 | 31/10/2022 to 04/11/2022 | e-Governance | 10 | |
| 43 | 07/11/2022 to 11/11 | e-Governance | 10 | |
| 44 | 14/11/2022 to 18/11/2022 | * Break * | | |
| 45 | 21/11/2022 to 25/11/2022 | Sustainable Development | 10 | |
| 46 | 28/11/2022 to 02/10/2022 | Sustainable Development | 10 | |
| 47 | 05/12/2022 to 09/12/2022 | Sustainable Development | 10 | |

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|-----------------------|--------------------------|--------------------------------|-----|--|
| 48 | 12/12/2022 to 16/12/2022 | Applied Integrating Discipline | 10 | |
| 49 | 19/12/2022 | Closing class | 3 | |
| Total amount of hours | | | 383 | |

12. Learning assessment processes

The evaluation method in the disciplines will be defined by each professor, in dialogue with the course coordination, in accordance with ENAP guidelines.

The assessment in each subject should include formative and summative steps to assess learning continuously at each moment of the course, in addition to verifying the understanding by the student of the global meaning of the content taught. Instructors are encouraged to carry out small evaluative activities throughout the course, in addition to the administration, at the end of the course, of a creative evaluative activity, which requires the application of the knowledge presented during the course and, when convenient, the integration with the knowledge taught in the previous disciplines.

It is also suggested that group work be carried out by a maximum of three people, so that each student is involved in significant parts of the production of the joint work and sees in the feedback received in the correction of the activity.

Finally, since this is an executive education course, it is important to adopt evaluation methods, whenever possible, that prioritize the application of knowledge and that are compatible with the availability of students who, as a rule, work full-time.

In order not to jeopardize the learning process in the subsequent subject, it is convenient to establish deadlines for the delivery of the work within the interval period between the subjects of the course.



Liderança