



NAME OF SCHOOL:	School of Social Sciences
ACADEMIC PROGRAMME:	Master of Tri-Sector Collaboration
INSTRUCTORS:	Ijlal Naqvi, SMU School of Social Sciences Kent Weaver, Leadership Academy for Development
COURSE CODE:	PPPM 601
COURSE TITLE:	The Role of Public Policy in Private Sector Development
COURSE DATES:	1 – 5 Feb 2016: 8.30am – 5.30pm (refer to daily schedule)
COURSE VENUE:	SMU School of Information Systems, Level 3, Classroom 3-1

COURSE DESCRIPTION

Introduction:

This module addresses the challenges faced by public sector leaders as they foster economic growth in politically charged environments. Offered in partnership with the Leadership Academy for Development (LAD) at Stanford University and Johns Hopkins University School of Advanced International Studies, it uses case studies (mostly drawn from Asia) on how public policy can help the private sector be a constructive force for economic growth and development. A driving principle of the LAD module is that policy reform is not like engineering or other technical fields that have discrete skills and clear, optimal solutions. Instead, successful reformers must be politically aware and weigh a broad range of factors that influence policy outcomes. They must have a solid grasp of country-specific economic, financial, political and cultural realities. Most importantly, they must have a sense of how to set priorities, sequence actions and build coalitions. LAD provides participants with an analytical framework to build these leadership abilities and operate effectively under adverse conditions. Major themes are 1) Providing public goods efficiently 2) Bypassing Bureaucratic Obstacles, 3) Facilitating private Investment, and 4) Strengthening the role of the state as economic catalyst. This program is designed to reinforce and illustrate three critically important hypotheses about the role of public policy in private sector development:

1. Public policy matters! The performance of the private sector and its role as either a catalyst or an obstacle to economic growth is closely connected to how well or badly government policies are designed and implemented.
2. The public officials responsible for enhancing private sector participation must acquire a range of analytical skills to be effective. But policy reform is not like engineering or other technical fields where there is a clear optimal solution to a problem. Designing and implementing meaningful policy reform requires a broader, more interdisciplinary knowledge of economics, politics, local

history and culture, combined with a sense of how to set priorities, sequence actions and build coalitions.

3. Successful policy outcomes that encourage and strengthen private sector participation are contingent upon the capacity of government officials and business leaders to understand and appreciate the interests, motivations and objectives of their counterparts.

Leadership Academy for Development (LAD)

The Leadership Academy for Development (LAD) trains government officials and business leaders from developing countries to help the private sector be a constructive force for economic growth and development. It teaches carefully selected participants how to be effective reform leaders, promoting sound public policies in complex and contentious settings. LAD is a project of the Center for Democracy, Development and the Rule of Law, part of Stanford University's Freeman Spogli Institute for International Studies, and is conducted in partnership with the Center for International Business and Public Policy at the School of Advanced International Studies, Johns Hopkins University.

THE CASE METHOD

The "case method" is a technique of teaching and learning through the analysis of actual events that have occurred, allowing you to gain a realistic understanding of the roles, responsibilities and analytical skills required of decision makers, as well as the tensions that may arise between various stakeholders with different objectives. The cases in this course highlight both the political challenges and analytical tasks encountered by government officials in different countries who are responsible for formulating policies and programs designed to encourage a larger, more constructive private sector role in the local economy, such as improving consumer credit information in China, eliminating corruption in the Indonesian customs service by contracting out critically important services to a private firm, or restructuring a public water and sewerage authority in India. Each case is presented from the point of view of a practitioner-- usually a government official-- who played a central role in the policy making process. As the reader of the case, you are required to assume the role of the principal analyst/decision maker who must thoroughly analyze the problem, identify and assess the issues, and make a defensible decision on whether to proceed, and if so, how.

The case method is an *active* approach to learning. Rather than listening to lectures by professors (i.e. passive learning), participants are expected to *actively* engage in a structured class discussion of the case led by the professor. It cannot be stressed too strongly, therefore, that success with the case method used in this course hinges on your willingness and ability to prepare meticulously in advance of each class, and then participate actively in the class discussion. Because this is a relatively realistic, "hands-on" method of learning, the case method approach should help you to develop the skills needed to analyze some of the complex issues you encounter in your work. In addition, it should strengthen your ability to make difficult decisions and communicate effectively.

STUDY GROUPS

You will be assigned to a study group consisting of about five members on the first morning of the course. Time will be set aside during the course for groups to meet to discuss the case assignments *after* you have completed a careful reading of the case. These group sessions provide an opportunity to exchange views and discuss some issues likely to arise during class discussion. Reaching a group consensus is *not* the objective. Ultimately, the goal of this process is to challenge all participants to be more effective class participants, which heightens the quality of class discussion for everyone.

Course Program

DAY 1: MONDAY 1 FEBRUARY

08:30— 09:30 REGISTRATION AND COURSE OVERVIEW

09:30— 10:30 DISCUSSION of Video Lecture by Francis Fukuyama on “The State and Private Sector Development” – Ijlal Naqvi

10:30—11:00 BREAK

11:00—11:30 CASE 1 PREP: The Hyderabad Metropolitan Water Supply and Sewerage Board (India)

11:30—13:00 CASE 1 DISCUSSION – Kent Weaver

13:00—14:00 GROUP PHOTO AND LUNCH

14:00—14:30 CASE 2 PREP: Yogyakarta Bus Terminal: The Private Provision of Municipal Infrastructure (Indonesia)

14:30—15:30 CASE 2 DISCUSSION – Ijlal Naqvi and Kent Weaver

15:30—16:00 BREAK

16:00—17:30 STUDY TEAM MEETING to decide on topic of group project

DAY 2: TUESDAY 2 FEBRUARY

09:00— 11:00 LECTURE by Ijlal Naqvi on Rewarding Regulation
LECTURE by Nick Harrigan on Regulation of Migrant Workers in Singapore

11:00—11:30 BREAK

11:30—13:00 LECTURE by Kent Weaver on Behavior Change

13:00—14:00 LUNCH

14:00—14:30 CASE 3 PREP: Diminishing the size of the informal sector in Medellin (Colombia)

14:30—15:30 CASE 3 DISCUSSION – Kent Weaver

15:30—16:00 BREAK

16:00—17:30 STUDY TEAM MEETING

DAY 3: WEDNESDAY 3 FEBRUARY

09:00— 10:00 LECTURE by Kent Weaver on Policy Implementation

10:00—10:15 BREAK

10:15—11:30 Dom Eliseu Case and Simulation (Brazil)

11:30—11:45 BREAK

11:45 – 13:00 LECTURE by Ijlal Naqvi on Participatory Governance

13:00—14:00 LUNCH

14:00—14:30 CASE 6 PREP: Calling Citizens, Improving the State: Pakistan’s Citizen Feedback Monitoring Program, 2008 – 2014 (Pakistan)

14:30—15:30 CASE 6 DISCUSSION – Ijlal Naqvi

15:30—16:00 BREAK

16:00—17:30 GUEST LECTURE: Tong Yee, Director of The Thought Collective

DAY 4: THURSDAY 4 FEBRUARY

09:00— 10:30 LECTURE by Bae Yooil on Public Private Partnerships

10:30—11:00 BREAK

11:00—11:30 CASE 7 PREP: Pakistan Electricity Sector (Pakistan)

11:30—12:30 CASE 7 DISCUSSION – Ijlal Naqvi

12:30—13:30 LUNCH

13:30—14:00 CASE 8 PREP: From water scarcity to a global hydro-hub: Developing the local water industry (Singapore)

14:00—15:30 CASE 8 DISCUSSION – Selina Ho

15:30—16:00 BREAK

16:00—17:30 STUDY TEAM MEETING

DAY 5: FRIDAY 5 FEBRUARY

09:00— 10:00 LECTURE by Kent Weaver on Scaling up and Mission Drift

10:00— 10:15 BREAK

10:15-11:15 CASE: Akshaya Patra

11:15— 11:30 BREAK

11:30— 13:00 CASE DISCUSSION: Thailand Motorcycle Helmets - Nick Finney and Ijlal Naqvi

13:00— 14:00 LUNCH

FINAL PRESENTATIONS

14:00—14:30 GROUP PRESENTATION PREPARATION

14:30—16:30 GROUP PRESENTATION

16:30—17:00 CONCLUSIONS