Public Policies for Sustainable Development in Latin America and the Caribbean

**ECTS** : 3

**Volume horaire** : 18

**Description du contenu de l'enseignement :**

How can the Latin American (LAC) region move towards a sustainable development model? How can a multidimensional approach lead to more prosperity for the citizens of the region? What developing traps are holding back the regions development? What is the role of national and subnational institutions? The answers to these questions are closely linked and are part of the system response the LAC region needs to move towards a more sustainable development model. This course focuses on the challenges and opportunities of multidimensional development and how active policies to place citizen's well-being in the centre can help close the developing traps of the region. The sessions delve into specific topics in the field of sustainable development, including a macroeconomic analysis of the region; the multidimensionality of vulnerability; the role of reinforced institutions; the impact of climate change in the region; the challenges and opportunities of place-based solutions; and the crucial role of the labour market. The course draws on academic literature, but also on policy reports and specific case studies from developing economies. The intention is to combine rigorous empirical analysis with policy-oriented training, so students are not only able to evaluate qualitative and quantitative evidence on regional development topics, but also use this evidence to navigate existing institutional constraints and promote concrete policies. More than just a review of the existing literature and evidence, students will be asked to apply the findings in a regional/place-based context through individual and group assignments. The course isn't on Moodle. **1 1. Context and useful definitions (1 class)**

- Development in Transition: A multi-dimensional and systemic approach to measure development with a special focus on wellbeing;
- The place-based approach to policy analysis;
- Measuring social vulnerability with a household approach.

**2. Development traps (5 classes)** **2** Macroeconomic context **3** Social vulnerability **4** Fragile Institutions **5** Climate change **6** Place based challenges **3. Policy responses (5 classes)** **7** Economic development policies **8** Social protection **9** A green transition based in low emissions and citizen's wellbeing **10** Labour market policy in a context of high informality **11** Strengthening institutions for a better good governance **12 Final Assessment Exam**

**Compétence à acquérir :**

At the end of the course, the students will have achieved:

- A solid overview of the theoretical literature and policy approaches on i) the major drivers behind sustainable development, ii) labour markets and poverty, iii) the well-being and development in transition approach, and iv) the political outcomes of bad (and good) development strategies;
- Exposure to case studies from developing economies on policies related to the topics highlighted above;
- The ability to critically evaluate qualitative and quantitative evidence on sustainable development topics from both academic and policy sources;
- The ability to analyse existing public policies in the field of sustainable development and to produce their own policy recommendations.

**Mode de contrôle des connaissances :**

Group assignment (2-3 students):

- (1) Students are divided into four country groups and are expected to deliver weekly PPT and oral presentations highlighting each country's key challenges and opportunities related to the development issue analysed that week (40%);

Final Individual assignment:

- (2) Hand-written and in-person essay (1 000 words) on a question chosen by the student from a list of three on a contemporary development challenge in a Latin American country (60%).

The numerical grade distribution will dictate the final grade. The passing grade for this course is 10/20. **Attendance** Attendance is mandatory. Students are expected to attend all classes, arrive on time, and stay for the entire session. Repeated absences or lateness may affect the final grade. **Class Participation** Active participation is encouraged, as it contributes to making classes more engaging and instructive. Students are expected to come prepared and contribute thoughtfully to discussions. When participation is part of the course assessment, it is evaluated based on the quality of contributions rather

than their quantity. **Exam Policy** Students are not allowed to bring any materials into exams, except those explicitly authorized by the instructor. Unexcused absences from exams or failure to submit assigned cases will result in a grade of zero when calculating final averages. All exams must be submitted at the end of the examination period. **Communication and Grading** All questions or concerns regarding grading or course policies must follow the official procedures. No direct negotiation with instructors about grades or assessments is permitted. Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

**Bibliographie, lectures recommandées :**

**Olivia Cuq** has over 14 years of experience in public policy for developing countries. She is the co-coordinator of the Latin American Economic Outlook, OECD's flagship on Latin America and the Caribbean and specialises in sustainable development. Prior to these assignments, Olivia worked for the Government of Argentina, both at the local and international level. She holds an MPP from Sciences Po and Universidad Austral, a specialisation on international cooperation from the University of Rome La Sapienza and one on political communication from FLACSO, and a 5-year bachelor on Political Science.