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Intellectual Output IO4

Course Curriculum on Good Governance in Times of Crisis

Intellectual Output 4 "Course Curriculum on Good Governance in Times of Crisis" is aimed at designing and developing a modular, scalable, highly transferable, on-line and face to face curriculum in order to ensure a proper introduction of educational content on good governance.

The curriculum of a study program determines to a great extent the quality level of the educational process, impacting the teaching, learning and assessment processes. Governance is a relatively young discipline compared to other disciplines that Higher Education Institutions (HEIs) include in their educational offer (Načinović Braje et al., 2022), but governance problems are not recent and are becoming more and more stringent, especially in times of crisis. Therefore, by covering governance topics universities improve students teaching experiences and deliver up-to-date content (Mina-Raiu et al., 2022). Most often good governance is associated with a sound cooperation between major actors in the society, meaning the public sector, the private companies and the civil society. As societal changes are becoming more complex, there is a constant pressure on HEIs to continuously improve and adapt their curriculums, and fill better the gap between theory and practice in the field of governance.

The process of designing a unitary course curriculum on good governance in times of crisis was based on inputs coming from both intellectual outputs as well as dissemination activities carried out within Terragov project:

- *IO1 - In-depth Case Studies Repository* – part of the curriculum was developed based on contemporary case studies on good governance and institutional resilience in times of crisis.
- *IO2 - Curriculum Comparative Assessment*- the comparative study between the curriculums of the 5 partner HEIs was ment to identify the peculiarities of teaching governance and resilience in the 5 partner universities and also to identify best practices in this respect.
- *IO3 - Collective Volume on Benchmarking Institutional Resilience and Good Governance Across Europe*- was ment to provide an up-to-date content for a comparative study of good governance and resilience using national case studies across Europe.



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- *Intensive programmes for higher education learners (C2 and C4)* – on the occasion of the summer and autumn schools held in Bucharest and Vilnius, Terragov trainers tested draft versions of the Joint curriculum on good governance in times of crisis. Thus, during C2 and C4 projects experts delivered courses on topics related to good governance, corporate governance, resilience, public-private partnerships, risk management etc. Innovative teaching practices were also tested, by combining theory with empirical data and case studies, using debates, teamwork activities, study visits, e-learning platform resources and activities, simulation game etc.
- *Invited teachers at higher education Intensive Study Programmes (C3 and C5)* – during the summer and autumn schools trainers from the 5 partner Universities delivered engaging lectures, based on case studies developed under Terragov project, aimed at supporting participants develop skills and competences related to good governance and institutional resilience. By collecting feedback from students trainers were able to refine and improve the final version of the unitary curriculum.
- *Multiplier events (4 Info sessions, 5 webinars, an Online living library)* - provided the framework for the curriculum and teaching materials to be presented to and discussed by a larger audience. They also facilitated the process of gathering feedback from relevant project experts from partner countries, public organisations, entrepreneurial local ecosystem, NGOs, business environment organizations.
- *Transnational project meetings (TPM1, TPM2 and TPM3)* – reunited project experts at the beginning, in the middle and at the end of the project and supported the process of designing and redesigning the curriculum, through discussion and debates among Terragov team members.

The results of the Intellectual Outputs (IO1, IO2 and IO3) provided the main handbook for setting up a unitary and inclusive framework for implementing an educational program that the TERRAGOV partners will deliver following the acceptance of the final version of the Curriculum. Dissemination activities (C2, C3, C4 and C5) acted as a testing environment for the Joint Curriculum on good governance in times of crisis, while the multiplier events facilitated feedback from external stakeholders. Because of the various national legal requirements, partner universities decided that the best solution capable of fitting in all the national and institutional peculiarities and restrictions would be to design an unitary and internationalized curriculum under the format of a Blended Intensive Programme (BIP), in the framework of the Erasmus + programme.



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Because variations in curriculums teaching governance are numerous Terragov team proposed a joint curriculum that covers a wide span of topics related to good governance and resilience, such as: public governance, corporate governance, change management, multi-level governance, human resources management, multi-level governance, crisis management, public-private partnerships, corporate social responsibility, etc.

In order to design a shared, unitary course curriculum on Good Governance in Times of Crisis, partner universities applied a **methodology** following the steps below:

Step 1) Defining the scope of the action taking into account founding the curriculum design on EU and National levels regulations and requirements in the involved countries and regions as well as ECTS.

The first phase of the curriculum design process looked at the EU and national level regulations and requirements in the involved countries and regions, as well as the ECTS policy. Variations in curriculum teaching governance are numerous and often depend on how governance is defined, since no alignment or consensus exists on the definition of governance (Načinović Braje, 2022). The results of this analysis revealed that each country and each university has very specific rules, which are difficult to harmonize. Moreover, in some countries the process of accrediting a curriculum for a master or a postgraduate program is a very bureaucratic and time-consuming process. Therefore, in order to develop a highly transferable, on-line and face to face curriculum project partners decided to opt for developing a curriculum for a future Blended Intensive Programme (BIP). Such an approach has the advantage of providing a common European framework for all partner universities and therefor enabling a very simple and smooth implementation at the level of all partners.

Step 2) Establishing the development methodology

The second phase focused on establishing the development methodology for the curriculum design process. In this respect a literature review was employed and also input from IO1, IO2 and IO3 was used. Because of COVID-19 restrictions, project partners had several online meetings and managed to meet face to face at E1 Information Session on Good Governance and Institutional Resilience State of Affairs, held on 12 July 2021 at Bucharest, in Romania. On this occasion the project team investigated the feedback from the audience present at the E1 Info session and together with the inputs from IO1, IO2



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and IO3 drafted the topics, the content, the teaching methods and instruments and skills to be development by the Joint curriculum. Later on, on the occasion of other project activities (online meetings, E2- Information Session on Curriculum Development in the field of Good Governance and E4- Online Living Library on Good Governance and Institutional Resilience solutions based on Nordic Experience and Expertise, C1- Joint staff training on Good Governance, Trust and Institutional Resilience Education) Terragov experts managed to reach a final version of the first proposal of the Joint curriculum.

Step 3) Designing the curriculum

In the third phase TERRAGOV team designed 2 curriculums for the 2 *Intensive programmes for higher education learners (C2 and C4)*, using as inputs the IO2 state of the art regarding best practices and trends in teaching and designing good governance curriculums¹, the results of the stakeholders` consultation and the results of the discussions and brainstorming sessions between the Terragov experts during Zoom meetings and at face to face meetings.

The curriculum for C2 (Bucharest Summer Schools) included 7 course, 2 study visits, use of the e-learning platform facilities and a team project.

- Good governance and business continuity strategy
- Environmental, social and governance aspects and systemic risk
- Nordic Model of Governance
- Organisational resilience and lessons learned from the Covid-19 Crisis: The Lithuanian business case
- Public-private Governance in Spain. The case of the Health and Social Consortium of Catalonia
- Visit Benidorm: tourism in Spain in Covid-19 times
- Resilience of the global supply chain
- Study visit to the Romanian Parliament
- Study visit at the Euro-Atlantic Centre for Resilience, Ministry of Foreign Affairs
- Project team work

¹ . As a result of IO2 research, Terragov experts published a paper in a peer-reviewed journal entitled "Revising the Curriculum of Governance Teaching Post COVID-19".



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The curriculum for C4 (Vilnius Autumn School) included 10 courses, a study visit, use of the e-learning platform facilities, a team project and a simulation game.

- Global Entrepreneurship challenges during Covid 19
- Big Data and Public Governance. The Role of Digitisation in Making Resilient Cities
- Governance at the corporate level and the role of the board in securing resilience
- Good governance and sustainable development
- Governance and Long-Term Care Policies in Spain during the Pandemic
- Social project in Maluku: resilience during COVID-19
- Covid-19 Impact on Tourism Policy in Spain
- Organizational resilience in the face of the war in Ukraine
- Emerging challenges in human resources management in COVID-19 times
- Resilience in leadership: How to lead despite change and obstacles
- Study visit at the Cluster of Production Innovation Valley

Step 4) First draft validation and bench-marking within the stakeholders' environment

In the fourth phase the validation of the curriculum was performed, on the occasion of the First and Second Intensive Program for HE learners to Fostering Education in the field of Good Governance and Institutional Resilience (Bucharest summer school and Vilnius autumn school). During the summer and autumn schools teachers piloted lectures with participating students. Also, during the study visits that were organized within various public institutions and companies, debates and discussions between project members and various stakeholders were carried out.

On the occasion of the summer and autumn schools, TerraGov experts tested the Joint curriculum on good governance in times of crisis, addressing topics such as corporate governance, resilience, public-private partnerships, risk management, business resilience, good governance and sustainable development, resilience in leadership, remote work etc. Teaching practices were also tested, by using: a case-study approach to combine theory with empirical data and share international, comparative, and cross-cultural experiences, debates, team-work activities, study visits, e-learning platform resources and activities, etc. At the end of both summer and autumn school a feedback survey was administered to participants. The results of the surveys and the testimonials of the participants were used to shape the final proposal for the Joint curriculum.



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Step 5) Redesigning the curriculum educational content following debates, discussions and piloting lectures with the participants

In the fifth phase project experts redesigned both the content as well as the delivery format of the Joint curriculum, by updating it with the lessons learned from the summer and autumn schools and with the feedback provided by students and stakeholders within the Info sessions and Webinars on Good Governance and Institutional Resilience.

The **redesigned curriculum** includes 8 courses, a study visit, use of the e-learning platform, workshop presentations, simulation game and final exam. Courses are designed with the aim of blending theory with practice, in order to enable students to use theoretical knowledge in order to resolve real life situations, which helps them develop skills and abilities needed in practice (Nacinovic Braje et al., 2022)

The description of each course included in the redesigned curriculum is presented below:

- **How good governance leads to organizational resilience**

The COVID-19 pandemic has disrupted traditional business processes around the world: operational restrictions, disrupted logistics, increases in the cost of raw materials, remote working, emotional distress among employees, and the use of advanced technology in business decision-making. Organizational resilience is not only the ability to cope with crises but also to recover from crises by becoming stronger. Good corporate governance refers to the system of rules, practices and processes used by organizational leaders to direct and control their business. Committing to high standards of corporate governance demonstrates integrity, with executive teams maintaining accountability for all decision-making processes. It ensures the business is able to deliver its strategy and meet objectives, while enhancing relationships with employees, consumers and key stakeholders.

A well-developed corporate governance framework plays a huge role in delivering resilience and operational transparency.

Resilience is an increasingly important organizational quality which determines the chances of success in an interconnected, constantly evolving world. It's the key to longterm prosperity, providing executive teams with the means to respond quickly and effectively to internal and external pressures.

The main topics covered in this course are:

- Good governance and individual action
- Resilience and its importance for individuals and organizations



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- Resilience and adaptation: the relationship between resilience and adaptation, including the adaptive capacity of different systems and the role of learning in building resilience
 - Principles of good governance: transparency, accountability, participation, responsiveness, and rule of law
 - Principles and practices of organizational resilience, including business continuity planning, risk management, and crisis communication
 - Strategies and approaches that can help manage risk and build resilience to potential shocks or crises. Ethical and integrity issues that arise in governance, such as corruption, conflict of interest, and whistleblowing and their connection to resilience.
- **Good governance and sustainable development**

The Sustainable Development Goals (SDGs) are in place to tackle the most complex problems the world faces, such as poverty reduction, protecting the planet or fostering peaceful, just and inclusive societies. Implementing the 17 SDGs by 2030 requires good governance at all levels. Turning sustainable development from theory to practice requires countries to rethink their governance and calls for strong, effective institutions and public servants that have the knowledge and capacity to implement the SDGs effectively. Therefore, it is of crucial importance to understand what SDGs mean and how public governance and public administration capacity could be enhanced to achieve them.

The topics included in this course are:

- Sustainable development: historical aspects and definitions
- Conditions for sustainable development
- The pillars of sustainable development: social sustainability, economic sustainability, environment sustainability
- The 2030 Agenda for Sustainable Development: role and principles
- United Nations' Sustainable Development Goals
- Types and governance styles: Hierarchical governance, Market governance, Network governance
- New forms of governance: Metagovernance, Agile governance
- Adapting governance styles to SDG
- Policy coherence for sustainable development

▪ **Public governance**

Governance has a variety of meanings, but a baseline agreement is that governance refers to the development of governing styles in which boundaries between and within public and private sectors have



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been blurred. The processes of governance lead to outcomes that parallel those of the traditional institutions of government. Governance is ultimately concerned with creating the conditions for ordered rule and collective actions. The outputs of governance are not therefore different from those of government, it is rather a matter of difference in processes.

The topics included in this course are:

- Resilience in the public sector.
- The social, economic and political context of public policy delivery.
- The institutional and legal frameworks.
- Public policies in Welfare States.
- Decision-making and implementation constraints.
- The role of the institutional and social stakeholders.
- Resources, outputs and outcomes.
- Performance assessment.

- **Public-private partnerships**

Public-private partnerships (PPPs) have become increasingly popular worldwide, but at the same time their results are also very controversial. In the last three decades they have gone from being just one more option in the toolbox of policy makers, to occupying a central place in government action, at all levels of government, in almost all activity sectors, and virtually in every country. At the international level, a growing interest in PPPs has also been observed. Thus, international organizations of different kind have issued recommendations, guides and general frameworks to assist and support governments in the adoption of the governance model introduced by the PPPs.

The main topics covered in this course are:

- Main changes in state-society relations
- Features of PPPs
- Pros and cons for PPPs
- Managing risks in PPPs
- PPPs management in times on crisis
- Best practices in PPP projects

- **Corporate governance in companies – EU legal framework**



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Companies have to focus on long-term sustainable value creation rather than short-term benefits. It aims to better align the interests of companies, their shareholders, managers, stakeholders and society. Course focuses on gender quotas on boards and shareholders rights in companies. Corporate governance touches the very core of how companies are organised and how they relate to their key stakeholders and the outside world. Europe should aim at a corporate governance framework that allows capital markets to remain an attractive way for companies to access finance. Being listed should be a catalyst to creation of growth and jobs.

The main topics covered in this course are:

- EU regulatory framework on company law and corporate governance
- Principles of good governance in European companies
- Benefits associated with good corporate governance
- Challenges related to corporate governance
- Stakeholders, Corporate Responsibility, and Ethics

▪ **Crisis and innovative workplace practices**

The COVID-19 pandemic has initiated some of the most radical changes in the way people perform their jobs as the request for physical distancing has pushed many employees out of their offices back to their homes. Many speculate that this has forever changed how and where people work and that it would become the “new normal” after the pandemic. The following topics are explored as a part of this context:

- Overview of flexible work arrangements.
- Telecommuting and remote work.
- Remote working before and after pandemic.
- Benefits, costs and barriers of remote work for employers and employees.
- Effectiveness of remote work.
- Benefits, risks and application of different remote work options.
- The future of remote work.

▪ **Resilience and gender inclusion policies**

Institutional resilience in public and private environments, community resilience, individual resilience and also economic resilience are related to gender equality, as equal treatment and opportunities for men and women contribute inclusively to economic growth. As gender equality is needed to be



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included in all policies, programs, and projects, it is expected that the subject to be also introduced in the curricula of university programs.

The course covers the following topics:

- Gender policies in European Union's countries
- Theoretical approaches about the concept of resilience
- Institutional resilience, economic resilience, human resources resilience
- Gender equality, gender inclusion, equal treatment, and gender policies
- Resilience in the context of gender inclusion policies
- The impact of resilience on decreasing gender inequalities

▪ **Resilience in managing non profits**

The role of non-profits in society are huge because of their mission to provide added social values and create significant social impact, by comparison with profit organisations, that are mostly focused on generating profits. Definition of non-profits organisation include wide spectrum of those organisations from public to non-governmental organisation. The complexity of environment for non-profits and the role of various stakeholders with different interests and power define and shape non-profits in a specific way. Planning, organising, management of human resources, leading and controlling have some specific features in managing business activities in non-profits. The importance of leadership for non-profits in order to ensure finance, other resources and motivate employees, lead teams, create social innovations and achieve goals is essential for transforming their mission into final results.

Times of crisis, such as COVID-19 pandemic, question the resilience of non-profits. Many non-profits have shown significant potential for change, adapt, grow and transform in a way to produce new social innovation or improve existing services or products. Due to those experiences, crisis times were for many non-profits fruitful times to collaborate with various organisations from other sectors, through projects, cooperation, learning and finding new models of management.

The course covers the following topics:

- Resilience and the management of non-profit organizations
- Risks and the nature of crisis
- New approaches to managing nonprofit organizations in crisis times
- Strategies for non-profits to prepare for and navigate crises



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Step 6) Implementation of the redesigned curriculum at different levels in the partner universities

In the last stage the project team decided to implement the redesigned curriculum under the format of a BIP project proposal. This particular format was chosen because of the various restrictions applicable in the 5 partner universities that made the implementation of a unique joint curriculum difficult to achieve on a short to medium term and in a highly-transferable manner.

The Joint curriculum includes 2 morning sessions and 2 afternoon sessions during which students participate in four types of activities: (a) 8 Lectures, (b) 4 Study visit: local and regional field trips within public institutions and companies, (c) Individual and team work: students workshop, simulation game, (d) Assessment: students workshop presentations, exam (see the Annex for a detailed proposal of schedule for the Joint Curriculum in a BIP format).

In order to provide high quality and innovative teaching special focus was placed on the teaching methods and instruments incorporated in the Joint curriculum design. Courses focused to a large extent on the case study method, because it blends theory and practice and brings students closer to real-life situations, supporting them in engaging more in the learning process, through discussions, debates, team-work, etc.

The most inovative teaching instrument used within the Joint Curriculum is the simulation game, intended to facilitate knowledge acquisition and help students develop a broader understanding of the challenges that occur in a changing environment. The game is called "Become Mayor and manage your city in the next 4 years" and allows participants to understand better the optimal approaches to allocate resouces, in conditions of uncertainty, crisis, conflicting public needs and demands, etc.

The content and the teaching methods and instruments envisaged in the Joint curriculum are aimed at developing knowledge, skills and abilities such as: analytical and critical thinking abilities, independent and autonomous thinking, intercultural skills, adaptability and agility in the current context, knowledge of European and international institutions, understanding for other cultures and ways of working, expertise in and knowledge of foreign language etc.



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ANNEX - Proposal of schedule for a Course Curriculum on Good Governance in Times of Crisis							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9.00-10.30	Arrival and settling						Depature
Morning Session 1		Official welcome, introduction of the BIP and intercultural introduction	Lecture: Crisis as a catalyst of innovative workplace practices	Regional field trip	Lecture: Public Governance	Student workshop preparations	
10.30-12.00							
Morning Session 2		Lecture: How good governance leads to organizational resilience?	Local field trip	Regional field trip	Lecture: Resilience and gender inclusion policies	Student workshop preparations	
Lunch Break		Lunch	Off-site lunch	Lunch	Lunch in Sisak	Lunch	
13.00 - 14.30							
Afternoon Session 1		Lecture: Good governance and sustainable development	Local field trip	Regional field trip	Lecture: Resilience and Crisis in managing of non-profits	Student workshop presentations	
14.30-16.00							
Afternoon Session 2	Introduction to student workshop on good governance	Simulation game	Regional field trip	Lecture: Public-Private Partnerships	Student workshop presentations		
Evening	Free time						



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