School of Governance and Public Administration

DIPLOMA IN PUBLIC ADMINISTRATION

PROGRAM CATALOGUE

2025

Table of Contents

About SGPA

The School of Governance and Public Administration (SGPA) was established in 2021 with the overall aim to *prepare Burma's next generation public leaders*—current and future public administrators—for serving their people, communities and territories in the future federal democratic union of Burma. To this end, the school provides high-quality capacity-building programs in leadership, governance and public administration and this way, hopes to contribute to inclusive development and progress towards a more peaceful and just society. Ultimately, SGPA intends to address both the short-term needs of interim governance structures as well as long-term needs of the future federal democratic union for diverse and professional public administrators with the ability to effectively lead and manage units of government at all levels.

Vision

Our vision is to reflect the country in which we want to live and operate—a country that values empowered citizens, generates good governance and embraces diversity of all kinds.

Mission

Our mission is to contribute to intellectual pursuits and professional practices that serve the interests of the country's local communities and promote its broader political transformation by providing high-quality capacity-building programs in leadership, governance and public administration.

Values

We commit ourselves and our programs to the following core values:

Service and *Leadership*

Accountability and *Integrity*

Social Justice and *Civic Responsibility*.

Diploma in Public Administration

Diploma in Public Administration is a diploma program preparing and inspiring mid-career professionals from diverse backgrounds to serve in public offices of the future federal democratic union. In the 2025 academic year, the program will offer eight courses in governance, federalism, public administration and public policy, whose specific learning objectives have been designed to support the overall learning outcomes of the program (see page 6).

In order to be accepted to the program, participants have to fulfill the following requirements: three to five years of experience in community/public management work; pre-intermediate English level for writing and communication; Bachelor's degree preferred (equivalent qualifications from ethnic education providers accepted); and demonstrated academic potential and commitment to serve the country (in the future), especially in the public sector.
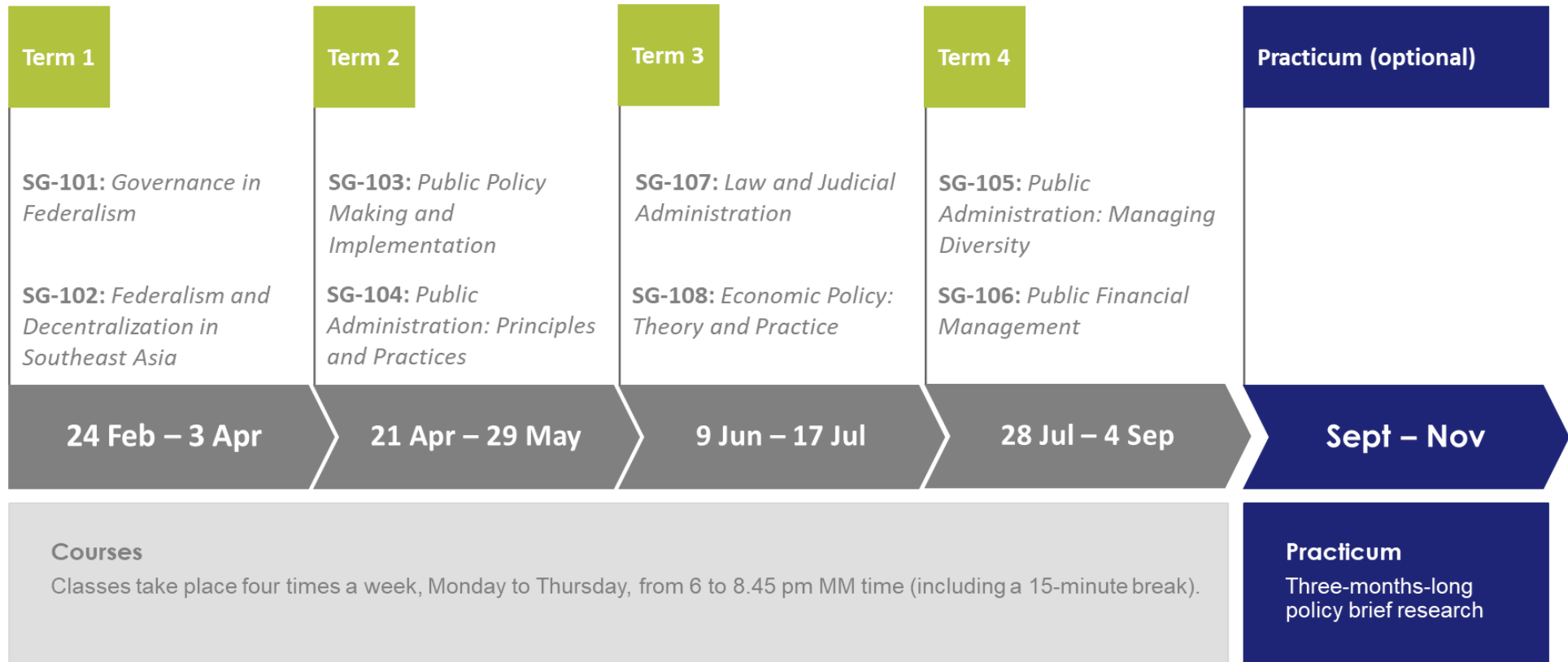
Diploma in Public Administration is a full-tuition scholarship program. Although it is taught online, learning hubs are available for eligible students with specific needs.

Program Outcome Mapping

Program Schedule and Timeline

Term 1	Term 2	Term 3	Term 4	Practicum (optional)
SG-101: *Governance in Federalism* **SG-102:** *Federalism and Decentralization in Southeast Asia*	**SG-103:** *Public Policy Making and Implementation* **SG-104:** *Public Administration: Principles and Practices*	**SG-107:** *Law and Judicial Administration* **SG-108:** *Economic Policy: Theory and Practice*	**SG-105:** *Public Administration: Managing Diversity* **SG-106:** *Public Financial Management*	
24 Feb – 3 Apr	**21 Apr – 29 May**	**9 Jun – 17 Jul**	**28 Jul – 4 Sep**	**Sept – Nov**

Courses
Classes take place four times a week, Monday to Thursday, from 6 to 8.45 pm MM time (including a 15-minute break).

Practicum
Three-months-long policy brief research

Program Completion Policy

To nurture next generation public leaders in line with the school's vision and mission, SGPA certifies only qualified program participants that continuously improve and attain the expected qualifications throughout the program period.

More specifically, SGPA awards the full *Diploma in Public Administration*, accompanied by a transcript, to program participants upon their **completion of all eight courses prescribed by the program with passing grades**. In addition, **at least 75% attendance in six out of all eight courses as well as at least 80% attendance across the whole program** is necessary. Those who do not fulfill these two requirements will be considered for participation certificates.

Program graduates are expected to apply their newly gained knowledge and skills by playing a vital role in their organizations and communities as well as through alumni activities in respective states or regions in the country.

Artificial Intelligence Policy

In general, SGPA sees the advancement of artificial intelligence as a positive development, and is actively looking for ways to embrace it while, at the same time, ensuring that it enhances—rather than hinders—the learning of our students.

That is why—based on the experiences gathered throughout the 2024 academic year—SGPA has decided to **not allow any use of artificial intelligence softwares and models** (such as ChatGPT and Grammarly) in students' course work and assignments in the 2025 academic year. This is in order to not only safeguard academic integrity and uphold ethical standards at SGPA, but also to encourage and empower our students to rely on own ideas and own language skills.

In the coming months, SGPA will continue monitoring our students and reflecting on the best way to accommodate artificial intelligence in our programs in ways that do not go against our values.

SG-101: GOVERNANCE IN FEDERALISM (30 Hours)

This course will introduce students to the underlying principles of democracy and federalism and discuss their applicability in the context of Burma. We will start with where democracy and federalism originate from, followed by outlining the associated normative concepts. Then, we will continue with exploring why federal models of government across different institutional and cultural settings exhibit such a large variation. Last but not least, our focus will be placed on discussing federalism and democracy as methods of and contexts for diversity management and conflict regulation in diverse societies, while reviewing a number of tension areas in the workings of federal democratic systems. The course will also touch upon the general and local dilemmas of federalism and how multi-level governance attempts to solve them.

Course Objectives

After completing this course, students will be able to:
- Understand and account for basic concepts of democracy and federalism and the linkages between them;
- Understand—in both theory and practice—federalism, decentralization as well as other forms of power-sharing and discuss their applicability in the context of Burma;
- Explain key theories of democratization vis-à-vis developments leaning towards authoritarian rule; and
- Critically assess advantages and disadvantages of federalism and democracy, especially in diverse societies.

Course Readings

Horowitz, D. L. (1993). The challenge of ethnic conflict: Democracy in divided societies. *Journal of Democracy, 4,* 18-38. https://journalofdemocracy.org/articles/the-challenge-of-ethnic-conflict-democracy-in-divided-societies/

Lijphart, A. (1969). Consociational democracy. *World Politics, 21,* 207-225. https://doi.org/10.2307/2009820

Loh, F. K. W. (2017). Ethnic diversity and the nation-state: From centralisation in the age of nationalism to decentralisation amidst globalisation. *Inter-Asia Cultural Studies, 18,* 414-432. https://doi.org/10.1080/14649373.2017.1346165

Schmitter, P. C., & Karl, T. L. (1991). What democracy is. . . and is not. *Journal of Democracy, 2,* 75-88. https://doi.org/10.1353/jod.1991.0033

Snyder, J. (2000). Transitions to democracy and the rise of nationalist conflict. In J. Snyder, *From voting to violence: Democratization and nationalist conflict* (pp. 15-44). W.W Norton & Company.

Watts, R. (1998). Federal systems, federal political systems, and federations. *Annual Review of Political Science, 1,* 117-137.

"Democracy may not be a flawless system. Even in democracies, there can be conflicts and tensions between personal freedoms and political authority, pluralism and stability, majority and minorities. However, if we compare democracy to an autocratic system, where would we expect to receive a fairer treatment from the state regardless of our religion, ethnicity, gender, sexuality, social class, age or political ideology? Where would it be more likely for minority rights to be granted? Where would there be more balanced information available and the media be less biased? Therefore, the cure for the shortcomings of democracy is simple—more democracy."

Thiri Tin, Instructor

SG-102: FEDERALISM AND DECENTRALIZATION IN SOUTHEAST ASIA (30 Hours)

This course will explore the relationship between diversity, nation-state formation and development in Southeast Asia, including in Burma. The course will start with a clarification of sociological concepts, such as race, ethnicity, nation and state. Next, the course will explore the scope and extent of economic development in the region, since without economic growth—and sharing that economic growth among the different peoples in a country—restructuring a nation-state via federalism and decentralization might prove futile. After that, the course will discuss how—as a result of this economic growth—an educated middle-class emerged and facilitated a democratization process in Southeast Asia, with a special focus on local government reforms. The final part of the course will focus on post-coup Burma, critically analyzing the proposals made in the Federal Democracy Charter and Federal Democratic Education Policy. Two distinguished guest speakers will also address the class. By the end of the course, students will understand the importance of balancing the demands for democracy on the one hand and development on the other hand in the context of Burma's diversity.

Course Objectives

After completing this course, students will be able to:
- Demonstrate a grasp of basic concepts and understanding of the ethno-religious conflict in Burma and other parts of Southeast Asia;
- Locate the problem of ethno-religious conflict in the context of nation-state formation and economic development;
- Explore what federalism entails and how local government reforms are needed and have been promoted in Southeast Asia; and
- Appreciate the many dimensions of trying to create a federal democratic union and of designing a federal democratic education policy in Burma in the current times.

Course Readings

Brillantes, Jr, A. B. & Flores, H. P. (2011). Decentralization and good governance in South East Asia: Focus on the Philippines, Indonesia and Thailand. In Yap Kioe Sheng & Moe Thuzar (Eds.), *Urbanization in Southeast Asia: Issues and impacts* (pp. 293-319). Institute of Southeast Asian Studies.

Goh Ban Lee. (2011). Governance and accountability in Southeast Asian cities. In Yap Kioe Sheng & Moe Thuzar (Eds.), *Urbanization in Southeast Asia: Issues and impacts* (pp. 341-358). Institute of Southeast Asian Studies.

Loh, F. K. W. (2005). Globalisation, development and democratisation in Southeast Asia. In F. K. W. Loh & J. Ojendal (Eds.), *Southeast Asian responses to globalisation* (pp. 17-54). Nordic Institute of Asian Studies.

Loh, F. K. W. (2017). Ethnic diversity and the nation-state: From centralisation in the age of nationalism to decentralisation amidst globalisation. *Inter-Asia Cultural Studies, 18,* 414-432. https://doi.org/10.1080/14649373.2017.1346165 [translated into Burmese by Thiri Tin]

Shine Ko Ko Lwin. (2022). *Creation of the states, partners of the union: Local self-government in the future federal democratic union.* Salween Institute for Public Policy. [available in Burmese and English]

South, A. (2022, February 11). Education and federalism in Myanmar. *The Irrawaddy.* https://www.irrawaddy.com/opinion/guest-column/education-and-federalism-in-myanmar.html

Walton, M. J. (2008). Ethnicity, conflict, and history in Burma: The myths of Panglong. *Asian Survey, 48,* 899-910. https://doi.org/10.1525/as.2008.48.6.889

"To resolve ethno-religious conflict, we must: establish various federal mechanisms that allow us to share power and resources; grow the economy—especially at the local level—so that there's enough for every ethnic group's and region's needs (though not their greed!); and learn to appreciate—if not celebrate—the diversity of cultures, languages and beliefs in our multi-ethnic, multi-religious societies."

Francis K. W. Loh, Instructor

SG-103: PUBLIC POLICY MAKING AND IMPLEMENTATION (30 Hours)

In this course, we will explore the practical side of public policy and policy making. Policy ideas and approaches are only useful if they can actually be implemented. We will therefore learn how policy is connected to actors, processes and the wider context. With a focus on public administration at the state or lower levels, we will learn how to develop policies that can actually be implemented, monitored and—most importantly—constantly improved and fed into future policy making processes.

Course Objectives

After completing this course, students will be able to:
- Identify various types of policies and policy tools that are used by governments around the world and in Burma's public administration systems in particular;
- Critically assess impractical or non-implementable policies and discuss ways to improve them;
- Explain and apply key policy making tools such as the policy cycle, SMART policy objectives, stakeholder analyses, consultations and policy communications;
- Develop policy implementation strategies that consider the role of key actors and contextual factors affecting the implementation process; and
- Develop models for connecting overlapping policies across government agencies and for ensuring multiple departments or teams are pushing in a common direction.

Course Readings

Evaluation Into Practice to Achieve Targets for Energy Efficiency. (n.d.). *1 - Policy cycle: What it is, and what it is used for.* https://www.epatee-toolbox.eu/evaluation-principles-and-methods/process-of-evaluation/evaluation-and-the-policy-cycle/

"Governing is about so much more than good ideas and good intentions. Too often, governments let their policies sit on a shelf for eternity without systematic implementation, while carrying out a range of activities without thorough planning or procedures. Effective governance requires public administrators to bring together the processes of both policy making and implementation—so that good ideas become action and so that all action is based on good ideas."

Kim Jolliffe, Instructor

SG-104: PUBLIC ADMINISTRATION: PRINCIPLES AND PRACTICES (30 Hours)

This course will introduce students to major themes and debates in the study of public administration. Even though citizens rarely participate in the politics of the state—for instance, through casting a vote in elections or canvassing in a political campaign—they do get to know the state through their routine interactions with its administrative apparatus: when they register their children in schools, attain a driver's license, file a legal case or pay taxes. Thus, public administration touches upon the major aspects of citizens' lives—including education, healthcare and security—and its management will be the focus of this foundational course. Utilizing the case-study method of actual administrative reforms throughout the world, this course will discuss the similarities and differences between public and private administrations, the motivations of public administrators, the control of their behaviors (including by using rewards and performance management), coordination among public organizations and policy instruments at their disposal, among other topics.

Course Objectives

After completing this course, students will be able to:
- Demonstrate an enhanced understanding of the current administrative state in Burma through an appreciation of its history and current legal underpinnings;
- Understand the major themes and debates in the study of public administration; and
- Discuss administrative reforms in other countries and their applicability and limitations to the context of Burma.

Course Readings

Bennet, R. (2011). *Increasing transparency and improving project management: South Africa's National Roads Agency, 1998-2011.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/increasing-transparency-and-improving-project-management-south-africas-national-roads

Bennet, R. (2012). *A change agent in the tax office: Nigeria's Federal Inland Revenue Service, 2004-2009.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/change-agent-tax-office-nigerias-federal-inland-revenue-service-2004-2009

Dreisbach, T. (2017). *Tackling corruption from the bottom up: Decentralized graft prevention in Mauritius, 2009-16.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/tackling-corruption-bottom-decentralized-graft-prevention-mauritius

Hausman, D. (2009). *From central planning to performance contracts: New public management in Mongolia, 1996-2009.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/central-planning-performance-contracts-new-public-management-mongolia-1996-2009

Majeed, R. (2010). *Strengthening public administration: Brazil, 1995-1998.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/strengthening-public-administration-brazil-1995-1998

Mercer, M. (2016). *Universal preschool: The rocky path to policy change.* The Case Centre. https://www.thecasecentre.org/products/view?id=146826#

Schalkwyk, A., & Widner, J. (2012). *Creating an affordable public service: Tanzania, 1995-1998.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/creating-affordable-public-service-tanzania-1995-1998

Schreiber, L. (2019). *A foundation for reconstruction: Building the Rwanda Revenue Authority, 2001-27.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/foundation-reconstruction-building-rwanda-revenue-authority-2001-2017

Tang, J. (2023). *The Muskrat Falls Project.* The Case Centre. https://www.thecasecentre.org/products/view?id=194934

Watts, T. (2006). *Central agency reform in Papua New Guinea.* The Case Centre. https://www.thecase
     centre.org/products/view?id=148365

Williams, M. J., & McAra, S. (2022). *Civil service reform in Ghana.* The Case Centre. https://www.thecase
     centre.org/products/view?id=189062#

SG-105: PUBLIC ADMINISTRATION: MANAGING DIVERSITY (30 Hours)

In this course, students will examine the issue of diversity in the provision of public service. The course will explore the issues of gender inclusion and ethnic diversity in the context of Burma and draw on local and international examples to help students learn ways of managing these issues as public administrators. This will include improving gender and minority representation among civil servants and enabling them to be sensitive to minority cultures and languages as well as to gendered differences. Special emphasis will be placed on how these types of public policies can build inter-ethnic harmony and help to overcome exclusionary policy and practice, particularly by influencing the behavior of public administrators themselves.

Course Objectives

After completing this course, students will be able to:
- Describe diversity and engage competently and respectfully in discussions about ethnicity, gender and class difference in Burma's society and politics;
- Describe common approaches to managing diversity in public administration and consider policy options for addressing diversity challenges in Burma;
- Discuss the main challenges in Burma connected to diversity, including ethnic conflict, state-led atrocities, gendered discrimination and gender-based violence;
- Describe and debate issues related to class difference in society and a range of public administration approaches to addressing inequality;
- Engage in depth with the issues of language policy and addressing the legacy of atrocities in Burma; and
- Envision a set of objectives and aspirations for a future, inclusive Burma.

Course Readings

Beech, H. (2021). 'Now we are united': Myanmar's ethnic divisions soften after coup. *New York Times.* https://www.nytimes.com

Christensen, J. (2020). Representative bureaucracy, international organizations and public service bargains. *Public Administration, 98,* 408-423.

Schregenberger, K. (2018, February 26). Wanted: More female police officers. *Frontier Myanmar.* https://www.frontiermyanmar.net/en/

Seid, Y. (2016). Does learning in mother tongue matter? Evidence from a natural experiment in Ethiopia. *Economics of Education Review, 55,* 21-38. https://doi.org/10.1016/j.econedurev.2016.08.006

United States Holocaust Memorial Museum. (2023, August 22). *The role of civil servants.* Holocaust Encyclopedia. https://encyclopedia.ushmm.org/content/en/article/the-role-of-civil-servants

Walton, M. J. (2013). The "wages of Burman-ness:" Ethnicity and Burman privilege in contemporary Myanmar. *Journal of Contemporary Asia, 43,* 1-27.

"In Burma, issues of ethnic and religious diversity are at the forefront of modern politics, while the country's extreme inequalities in terms of gender and class are much less talked about. Public administrators have to be aware of and sensitive to diversity of all forms in all of their activities. With Burma undergoing a revolution of the mind since 2021 and many of its people truly coming to terms with issues of diversity, now is the time to build public administration bodies that represent and act in service for all."

Kim Jolliffe, Instructor

SG-106: PUBLIC FINANCIAL MANAGEMENT (30 Hours)

This course will teach students how and why revenues are collected, managed and spent by public institutions. Students will learn about the budget cycle, revenue and spending, accounting and reporting, procurement and privatization, public participation in budgeting and key public financial management considerations for federalism. In this course, public financial management will be understood broadly to cover not only the state at national, sub-national and local levels, but also other public institutions, including revolutionary organizations and *parahita* organizations.

Course Objectives

After completing this course, students will be able to:
- Define public financial management and its main objectives;
- Describe key terms of public financial management (e.g., the budget cycle, key institutions and their roles, main sources of revenue, basic accounting and reporting tools);
- Understand the impact that public spending has on peoples' lives, how this can vary between different types of individuals, households and communities, and how spending can be changed to promote equality goals;
- Analyze the pros and cons of privatization and public-private partnerships for different public services and state-owned enterprises;
- Discuss whether and how to promote citizen participation in budgeting; and
- Outline key considerations for public financial management in a federal system and in times of conflict and revolution.

Course Readings

Andrews, M., Cangiano, M., Cole, N., de Renzio, P., Krause, P. & Seligmann, R. (2014). *This is PFM.* Center for International Development at Harvard University.

McCarthy, G. (2016). *Building on what's there: Insights on social protection and public goods provision from central-east Myanmar.* International Growth Centre.

Minoletti, P. & Nan Sandi. (2018). *Key economic issues for Myanmar's peace negotiations* (pp. 6-12)*.* International Growth Center.

Myanmar Institute for Gender Studies. (2021). *Gender budgeting policy paper* (Section 4). Myanmar Institute for Gender Studies.

Ortiz-Ospina, E. & Roser, M. (2016). *Government spending.* Our World in Data. https://ourworldin data.org/government-spending

The World Bank. (2020). *The Republic of the Union of Myanmar public expenditure and financial accountability (PEFA) assessment report 2020* (Section 2.4 and 2.5)*.* The World Bank.

SG-107: LAW AND JUDICIAL ADMINISTRATION (30 Hours)

The course will begin by examining the basic principles of judicial administration, the independence of the judiciary and eventually explore the prospective role of the judicial branch under Burma's future reformed political system. Then, the course will review Burma's infamous judicial history to help students learn from the past and, at the same time, discover different approaches to judicial administration. The course will also address the most pressing obstacles that ordinary citizens face within Burma's judicial system, such as access to justice in remote areas. Furthermore, the course will delve into transitional justice processes and the interplay between domestic and international law, followed by reviewing emerging justice systems across Burma's diverse areas and investigating ways to enhance access to justice for ordinary citizens in conflict and post-conflict settings. Through this approach, the course will help students understand the past as well as current challenges of judicial administration in Burma and, subsequently, envision the essential tools required to establish a functional and independent judiciary in the new Burma.

Course Objectives

After completing this course, students will be able to:
- Demonstrate an understanding of fundamental concepts related to judicial administration, the independence of the judiciary and the importance of ensuring access to justice for ordinary people;
- Analyze the issue of access to justice within the context of a culturally diverse population and the formation of a new multi-nation state; and
- Be prepared to envision and discuss potential judicial systems that may be appropriate for a new Burma.

Course Readings

Allen, T., & Macdonald, A. (2013). *Post-conflict traditional justice: A critical overview.* https://assets.publishing.service.gov.uk/media/57a08a34ed915d3cfd000642/JSRP3-AllenMacdonald.pdf

Duggan C. (2012). "Show me your impact": Evaluating transitional justice in contested spaces. *Evaluation and Program Planning, 35,* 199–205.

George, M. (2019, August 10). Prospects for a Convention on the Prevention and Punishment of Crimes against Humanity. *Opinion Juris.* https://opiniojuris.org/2019/10/08/prospects-for-a-convention-on-the-prevention-and-punishment-of-crimes-against-humanity/

International IDEA. (2019). *Courts in federal countries.* https://www.idea.int/sites/default/files/publications/courts-in-federal-countries.pdf

Kyed, H. M. (2018). Introduction to the special issue on everyday justice. *Independent Journal of Burmese Scholarship, 1, 1-21.* https://ijbs.online/wp-content/uploads/2021/10/00Kyed intro.pdf

National Center for State Courts. (2012). *Principles for judicial administration: Governance, case administration, essential functions and funding.* National Center for State Courts.

Open Society Foundations. (2021). Making the law work for people. https://www.opensociety foundations.org/publications/making-the-law-work-for-people

Vapnek, J., Boaz, P., & Turku, H. (2016). Improving access to justice in developing and post-conflict countries. *Duke Forum for Law & Social Change, 8,* 27-44. https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1060&context=dflsc

SG-108: ECONOMIC POLICY: THEORY AND PRACTICE (30 Hours)

The economy and economic policy have huge consequences for citizens' lives and play a vital role in public policy and public administration. Teaching and writing on economics are frequently highly technical and difficult for non-specialists to understand. It is our firm belief that not only is economics highly important for public policy and administration, but that it can be communicated in ordinary language and made accessible to non-specialists. This course aims to do just that—explain how Burma's economy currently operates, and how public policy can be utilized to affect the future trajectory of Burma's economy.

Course Objectives

After completing this course, students will be able to:
- Explain what economic growth and economic development are, why they matter and how they can be shaped by public policy;
- Understand the recent and current state of Burma's economy and what this means for the people of Burma;
- Understand how various domestic and international factors interact to shape Burma's political economy; and
- Critically evaluate the data that is available on Burma's economy and apply these critical insights to public policy analysis.

Course Readings

Barron, S. (2016, August 17). How to grow Burma's economy. *The Irrawaddy.* https://www.irrawaddy.com/business/economy/how-to-grow-burmas-economy.html

Betcherman, G. (2021, August 26). The challenges of regulating the labor market in developing countries. *World Bank Blogs.* https://blogs.worldbank.org/jobs/challenges-regulating-labor-market-developing-countries

Brenner, D. (2017). The development-insecurity nexus: Geo-economic transformations and violence in Myanmar. LSE Global South Unit. https://www.lse.ac.uk/international-relations/assets/documents/global-south-unit/Working-Paper-No.-1.-2017-Dr.-David-Brenner.pdf

Central Statistical Organization, United Nations Development Fund and World Bank. (2020a). *Myanmar living conditions survey 2017: Socio-economic report.* https://documents1.worldbank.org/curated/en/151001580754918086/pdf/Myanmar-Living-Conditions-Survey-2017-Socio-Economic-Report.pdf

Chang, H-J. (2016). Economics is for everyone! *The RSA.* https://www.thersa.org/video/animates/2016/economics-is-for-everyone

Myanmar Now. (2023, March 7). *'Banks must be desperate' under Myanmar junta – Sean Turnell.* https://myanmar-now.org/en/news/banks-must-be-desperate-under-myanmar-juntasean-turnell/

Sun, Y. (2017, December 26). China's Belt and Road in Myanmar. *The Diplomat.* https://thediplomat.com/2017/12/chinas-belt-and-road-in-myanmar/

Code of Conduct

The SGPA is an inclusive community of instructors, program staff and students, involved in teaching, learning and program administration. As a community of learning and practices, the SGPA sets out guidelines for its members to observe and follow.

While attending the classes online, participant behavior expectations include, but are not limited to:
1. Treating everyone with respect, including when it comes to differences in opinion;
2. Being punctual;
3. Paying careful attention to your instructors' rules and guidance regarding the sharing of class learning materials;
4. Attending and participating fully in all learning activities;
5. Maintaining the privacy of the class and its participants; and
6. Notifying the SGPA staff in case of absence from class.

The following actions and behaviors are prohibited:
1. Bullying other participants through technology such as cell phones, social media or email;
2. Being under the influence of drugs or alcohol while participating in the online class;
3. Recording online instruction, lectures or seminars for any reason, without prior explicit consent of the SGPA;
4. Intentional sharing of learning materials or private information with external groups or individuals, without the written permission of the instructor.
5. Sharing of private information, private images, communications, learning materials or other depictions of other participants or your instructors for the purpose of inviting external commentary, ridicule or embarrassment.

Engaging in any of the prohibited behaviors above may lead to termination of participation in the program. Ultimately, our classrooms are communities built on trust, and our learning and teaching relies upon a shared sense of respect, integrity and common purpose. The SGPA expects its students to be responsible members of the community, concerning their conduct as adults and future leaders of the community and the country.

Applying the Learning

Following the six-month intensive course portion of the program, interested students will be able to sign up for a three-month **Practicum**, in the form of policy brief research (see page 7). The Practicum will target students with prior research experience interested in studying a specific public policy issue.

Diploma in Public Administration alumni will also be given the opportunity to participate in the **Public Service Fellowship** program. The aim of this program is to encourage SGPA's alumni to apply what they have learned in the classroom onto the real world— the public service sector of different kinds and levels—and this way to prepare them for serving their people, communities and territories in the future federal democratic union of Burma.

Finally, program graduates will be able to take advantage of **seminars and lecture series** organized by SGPA and led by both local and international experts.

Faculty

Francis K. W. Loh – PhD (Political Science and Southeast Asian Studies), Cornell University
Instructor, Federalism and Decentralization in Southeast Asia

Kim Jolliffe – PhD candidate (Politics), major teaching and research university
Instructor, Public Policy Making and Implementation; Public Administration: Managing Diversity

Maung Tawthar – PhD candidate (Public Policy), major teaching and research university
Instructor, Public Administration: Principles and Practices

Rosalinn Zahau – L.L.M., Harvard University
Instructor, Law and Judicial Administration

Thiri Tin – M.A. (Political Science), Central European University
Instructor, Governance in Federalism

Administration

Saw Kapi
Founding Director

Kim Jolliffe
Deputy Director

Radka Antalikova, PhD
Dean

Htein Linn
Program Coordinator

Phoo Phoo
Program Associate

Phornthip Wongphraitrakun
Finance and Administration Manager

Yupa Kokiatisak
Finance and Administration Associate

Preparing Next Generation Public Leaders

https://www.sgpa.info/