

PUBLIC POLICY ANALYSIS

**Bachelor in Philosophy, Politics, Law and Economics PPLE
SEP-2023 PPA-PP.3.M.A**

Area Comparative Politics

Number of sessions: 30

Academic year: 23-24

Degree course: THIRD

Number of credits: 6.0

Semester: 1º

Category: COMPULSORY

Language: English

Professor: **JUAN MARÍA MENÉNDEZ-VALDÉS ÁLVAREZ**

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Juan M Menéndez-Valdés is University Adjunt Professor, lecturing on social policies, policy analysis and leadership of International Organisations, and freelance consultant, advising to improve policies, services and organisations working for better work and life at national and international level.

Between 2010 and December 2020, he was the Executive Director of the European Foundation for the Improvement of living and Working Conditions (EUROFOUND), the European Union Agency providing knowledge to assist in the development of better social, employment and work-related policies. In this role, he intensively supported the development of numerous EU social initiatives. He was also Chair of the EU Agencies Network in 2015-2016, representing the (40+) EU decentralised bodies specialised in a broad range of policies, employing 8000+ EU staff members.

In his previous career, he worked as Head of Employment, Immigration, Education and Training Policies at the Spanish Business Confederation (CEOE), as Manager of Active Labour Market programmes at the Spanish Public Employment Service (currently SEPE), and as independent HR professional.

He was Chair of the Management Board of the European Centre for the Development of Vocational Training (CEDEFOP), the EU Agency specialized in Vocational Education and Training policies.

He has a long experience of cooperation with international organisations like the ILO and OECD. He has been negotiator of Social Dialogue agreements at national, european and international level.

Juan M. Menéndez-Valdés holds a degree (Licenciatura) in Psychology and a Master in Industrial Psychology HR (Universidad Comillas-ICADE), postgraduate diplomas in European Communities (University of A Coruña and Diplomatic School of Spain) and the Senior Executive Programme of the London Business School (LBS)

SUBJECT DESCRIPTION

Our world is full of challenges for policymakers: education, unemployment, poverty, inequality, migration, digitalisation, automation or climate change are only some of the many issues which policymakers (and society at large) struggle with. How should we think through public policy challenges? What are the best ways to design effective public policy solutions that improve citizen welfare and promote development? How can we analyse and assess whether a given public policy solution had its intended effects and is worth investing in?

This course provides an introduction to the theories and methods of public policy analysis in order to understand the basics of evidence-based policy making and getting familiar with a basic toolkit of policymakers. Throughout the semester, students will be introduced to the policy process in general. They will build skills for identifying and analysing public policy problems, designing policies based on best evidence, evaluating the implementation of policy solutions, and suggesting improvements. Sessions combine lectures on key aspects of public policy making and evaluation, case studies, and team work to practice some aspects of public policy analysis (on issues as education, employment, working conditions or social protection). Students will work in a team project along the course, to practice key aspects of the subject.

Through practical examples, this class will build students' ability to understand the concepts, sources of knowledge and methods of the social sciences to think through complex social problems, analyse and propose policy solutions, and evaluate outcomes of policies and programmes implemented. The skills used in this class will be useful in sectors where analysing complex social problems, devising solutions and assessing results is valuable, be it in government, international organizations, research, NGOs or businesses.

LEARNING OBJECTIVES

By the end of the semester, students should be able to:

1. Understand and reflect critically about the process of designing, implementing, and evaluating public policies based on evidence.
2. Apply relevant theoretical frameworks and key concepts of political, social and economic sciences to public policy cases and debates
3. Analyse evidence and policy arguments about the effectiveness of alternative public policies, pointing to potential strengths, weaknesses and critical assumptions.
4. Understand the rationale of the most important empirical designs for evaluating the effectiveness and impact of public policies.
5. Understand, through policy examples, how to diagnose public policy problems and evaluate the outcome of specific public policy solutions.
6. Present effective public policy arguments leveraging clear writing, data analysis, and compelling graphs.

TEACHING METHODOLOGY

Learning in this course will advance through lectures, discussions, individual exercises, readings, preparation for exams, and group work. A group project will be developed along the the subject to apply key elements of public policy analysis in a concrete policy area.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	33.33 %	50.0 hours
Discussions	6.67 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	26.67 %	40.0 hours
Individual studying	16.67 %	25.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the course's rationale, objectives, and requirements.

Intro to key concepts of public policy and policy change in theory and practice. The concept of evidence-based policy making.

Intro to group projects: Selection of groups and potential topics

Readings and other homework throughout the course will be confirmed and communicated in Blackboard in advance to the sessions.

SESSIONS 3 - 4 (LIVE IN-PERSON)

The policy process. Model, constraints and real world

Tools for policy analysis and policy making. Behavioural insights.

Book Chapters: Behavioral Science and Public Policy, Chapter 4 (Government: "Feast" and "Institutionalizing Behavioral Insights: Two Approaches" (pp. 20-24) (See Bibliography)

Book Chapters: Public policy analysis: An integrated approach -- Chapter 2 (See Bibliography)

Book Chapters:

- Behavioral Science and Public Policy, Chapter 4 (Government) (See Bibliography). The entire Sunstein (2020) book is good. But for these sessions you can just read Chapter 4 (Government), the following sections are the most relevant: "Feast" and "Institutionalizing Behavioral Insights: Two Approaches" (pp. 20-24)
- Public policy analysis: An integrated approach -- Chapter 2

SESSIONS 5 - 6 (LIVE IN-PERSON)

Policy design framework.

Identifying and structuring policy problems and potential solutions

Book Chapters: A practical guide for policy analysis -- Part I , to be confirmed (See Bibliography)

Exercise: Analyse survey data (examples of surveys relevant to group projects)

SESSIONS 7 - 8 (LIVE IN-PERSON)

Identifying and structuring policy problems and potential solutions: Indicators, composite indexes, benchmarking

Exercise: analysis and discussion of some indicators and indexes (e.g. Eurofound job quality index, OECD better life index, Human development index...)

Book Chapters: A practical guide for policy analysis -- Part I , to be confirmed (See Bibliography)

SESSIONS 9 - 10 (LIVE IN-PERSON)

Policy implementation: Planning and assessing options. Sources of policy failure.

Ex-ante evaluations, impact assessment (EU), risk management

Exercise: From strategy to operational policy programmes: Setting objectives, expected results, indicators, and targets.

Exercise: risk assessment

SESSIONS 11 - 12 (LIVE IN-PERSON)

Monitoring policy outputs and outcomes

Book Chapters: Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis – Selected chapters will be indicated in Blackboard in advance to the session (See Bibliography)(Optional)

Exercise: Social scoreboard European Union (Alternatively OECD PISA evaluation programme)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Policy evaluation. Frameworks and overview of causal inference for public policy.

Correlation vs causation, overview of potential evaluation and assessment methods

Book Chapters: Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis – Selected chapters will be indicated in advance to the session (See Bibliography)

SESSIONS 15 - 16 (LIVE IN-PERSON)

Mid-term review of group projects.

SESSIONS 17 - 18 (LIVE IN-PERSON)

Evaluating policies: Experimentation, randomised control trials, use of control groups

Book Chapters: Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis – Selected chapter will be indicated in advance (See Bibliography)

Exercise: Control groups in the assessment of specific policy (e.g. active labour market policies)

Additional resources: Visit the Abdul Latif Jameel Poverty Action Lab (J-PAL) website: A leading research center at the MIT that pioneered the use of randomized evaluations to answer critical policy questions in the fight against poverty.

SESSIONS 19 - 20 (LIVE IN-PERSON)

Policy evaluation: Systematic reviews and meta-evaluations

Book Chapters: Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis – Selected chapter will be indicated in advance (See Bibliography)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Anticipating the future and managing change: scenario building and strategic foresight, modelling, policy anticipation

Review of group projects

SESSIONS 23 - 24 (LIVE IN-PERSON)

Communicating policy analysis. Putting all pieces together

Data visualisation

Exercise: policy brief and data visualisation

SESSIONS 25 - 26 (LIVE IN-PERSON)

Presentations and discussions of final projects

SESSIONS 27 - 28 (LIVE IN-PERSON)

Presentations and discussions of final projects

SESSIONS 29 - 30 (LIVE IN-PERSON)

Review session

Conclusions to take away

Final exam

EVALUATION CRITERIA

There will be two exams, mid-term and final (multiple choice+open text commentary), focused on theoretical and applied knowledge.

The group project will take a good part of the effort. Written project, final presentation, and discussions. This could be up to 20% of the final score (15% assigned to group work + up to 5% of other criteria)

Participatory and innovative approach will be valued.

criteria	percentage	Learning Objectives	Comments
Final Exam	40 %		
Intermediate tests	20 %		

Project	15 %		
Other	5 %		
Project Presentation	15 %		
Class Participation	5 %		

RE-SIT / RE-TAKE POLICY

If a student's course grade is below 5.0, the student is required to take the retake exam to pass the course. The maximum grade that students can obtain in the retake exam period is 8.0. A student who has missed over 30% of the class meetings will not be allowed to take the retake exam but will only have two attempts left to pass the course during the following academic year. Students who are in third or fourth call should contact the teacher during the first two weeks of the course. The final course grade in the third call will be determined with a midterm and a final exam. Alternatively, at the beginning of the course students may opt to attend classes, in which case the evaluation criteria for the first call as set forth above will apply. If a student's course grade in this third call is below 5.0, the student is required to take the retake exam to pass the course. The maximum grade that students can obtain in the retake exam period is 8.0.

BIBLIOGRAPHY

Compulsory

- Eugene S. Bardach and Eric M. Patashnik. (2019). *A practical guide for policy analysis: the eightfold path to more effective problem solving*. 6th edition. CQ Press. ISBN 9781544372204 (Printed)

Good and reputed manual. Compulsory readings of some chapters

- Ethan Bueno de Mesquita and Anthony Fowler. (2021). *Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis*. Princeton University Press. ISBN 9780691214368 (Printed)

Quantitative approach. Reading of some chapters

- Cass R. Sunstein. (2020). *Behavioral Science and Public Policy*. Cambridge University Press. Cambridge University Press. ISBN 9781108972789 (Digital)

Behavioural economics as a tool for policy making. Reading of selected chapters

Recommended

- William N. Dunn. (2017). *Public Policy Analysis: An Integrated Approach*. 6th edition. Routledge. ISBN 9781138743847 (Digital)

<https://www.routledge.com/Public-Policy-Analysis-An-Integrated-Approach/Dunn/p/book/9781138743847>

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

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