

Public Policy Analysis and Management

Code: 42454
ECTS Credits: 10

Degree	Type	Year	Semester
4313500 Public Management	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Raquel Gallego Calderón

Email: Raquel.Gallego@uab.cat

Use of Languages

Principal working language: catalan (cat)

Other comments on languages

Students may always express themselves in the language they prefer. Lecturers will speak in Spanish at least over the first five weeks of the course. A large part of the teaching material will be in English.

Teachers

Francesc Xavier Ballart Hernández

Ricard Gomà Carmona

Joan Subirats Humet

Raquel Gallego Calderón

Margarita Leon

Ismael Iván Blanco Fillola

Sheila González Motos

Nicolas Barbieri

External teachers

Federico Todeschini

Marc Balaguer

Marçal Farré

Quim Brugué

Ramon Sabes-Figuera

Prerequisites

To follow this course it is necessary to have graduate level knowledge of public and administrative institutions and comparative politics.

Objectives and Contextualisation

Objectives of the course

1. Understand the main theoretical and methodological models of the analysis and management of public policies.
2. Learn how these theoretical and methodological models are applied to carry out research in this field.
3. Understand the forms of applicability of this knowledge in the analysis and approach of complex social and political problems.
4. Acquire the knowledge and skills necessary to apply this knowledge in organizational environments in the field of politics and management.

Competences

- Address complex public intervention situations, possibly involving ethical dilemmas, on the basis of proposals founded both on explicit values and on conceptual and methodological rigour.
- Analyse public policies in different sectorial areas.
- Apply concepts, theories and models from various disciplines in the exercise of public administration duties.
- Continue the learning process, to a large extent autonomously
- Design and evaluate processes of public intervention in specific social, political and sectorial situations and problem areas.
- Identify, understand and analyse complex social and political phenomena that are important to the exercise of public administration duties.
- Lead projects within inter-organisational environments, with different levels and different political and administrative contexts.
- Propose innovative solutions to solve social and political problems.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Address complex public intervention situations, possibly involving ethical dilemmas, on the basis of proposals founded both on explicit values and on conceptual and methodological rigour.
2. Analyse public policies independently of their sectorial specialisation.
3. Analyse the processes of preparation, implementation and evaluation of public policies
4. Apply models cycle analysis of public policies to real cases.
5. Construct suitable for design analysis empirical cases theoretical models.
6. Continue the learning process, to a large extent autonomously.
7. Design instruments to evaluate a particular public policy.
8. Distinguish the actors involved in processes of policy generation and preparation, focusing especially, not only on their own complexity but also on that of the networks in which they interact.
9. Foresee the possible consequences of the design of a particular public policy.
10. Identify the factors and variables that can affect the definition and results of a public policy.
11. Identify the importance of specific political contexts when designing a policy.
12. Identify the various important actors involved in policymaking, their repertoires of action, interests and resources.
13. Know the design and workings of political and administrative institutions and their link to the processes of multilevel and networked governance.
14. Lead projects within inter-organisational environments, with different levels and different political and administrative contexts.
15. Propose innovative solutions to solve social and political problems.
16. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

Because of the situation derived from Covid-19, the combination of in-class and online teaching that will eventually be implemented will be subject to the ongoing decisions made by the institutions participating in the program (UAB, UB, UPF, EAPC).

The sessions are structured as follows:

First semester (sessions from 15:00 a.m. to 20:00 p.m.):

- 07 Oct 20 (Wednesday) Public policy and public management (Raquel Gallego)
- 14 Oct 20 (Wednesday) Defining public policies: from technocratic to deliberative rationality I (Quim Brugué)
- 21 Oct 20 (Wednesday) Defining public policies: from technocratic to deliberative rationality II (Quim Brugué)
- 28 Oct 20 (Wednesday) Child Care Policy (Margarita León)
- 05 Nov 20 (Thursday) Education Policy (Sheila González)
- 10 Nov 20 (Tuesday) City and culture (Nicolás Barbieri and Joan Subirats)
- 18 Nov 20 (Wednesday) Evaluation I (Marc Balaguer and Xavier Ballart)
- 25 Nov 20 (Wednesday) Evaluation II (Xavier Ballart and Marçal Farré)
- 02 Des 20 (Wednesday) Evaluation III (Xavier Ballart and Federico Todeschini)
- 09 Dec 20 (Wednesday) Evaluation IV (Xavier Ballart and Ramon Sabes-Higuera)
- 16 Dec 20 (Wednesday) Urban policies and rehabilitation of neighborhoods (Ismael Blanco)
- 23 Dec 20 (Wednesday) Municipalism and local government (Ricard Gomà)

Topics and sessions

The syllabus is structured in sessions around several questions. The learning process aims to finish each topic having given answers to these questions from the use of theory and the contrast of their interpretations. The answers will come from having read the readings that will be recommended (see sections on teaching methodology and bibliography), having listened to the teachers' presentations, having discussed all these contents, and having applied them to case studies and experiences on-site.

7/10: Raquel Gallego: Public policy and public management.

Questions (I): Actors, Problems and Agendas.

1. What is a problem? What kind of ideas turn into problems?
2. Define a problem and analyze how and why it enters (or not) into the institutional agenda. Use the theoretical model that you think is most appropriate.

Required readings:

Peters, B. Guy (2018) Policy problems and policy design, Cheltenham: Edward Elgar, ch. 2 (pg.35-59).

True, J. Jones, B. Baumgartner, F. (1999) "Punctuated-equilibrium theory: Explaining stability and change in American policymaking", in Sabatier, P. op.cit. pp. 97-116.

Zahariadis, N. (1999) "Ambiguity, time and multiple streams", in Sabatier, P. (ed) Theories of the policy process, Oxford: Westview Press, pp. 73-96.

Optional readings (problems, agendas):

Barzelay, M. 2003. "Introduction: The Process Dynamics of Public Management Policy-Making", *International Public Management Journal* 6: 251-281;

Barzelay, M. and Gallego, R. 2006 "From 'new institutionalism' to institutional processualism ': Advancing knowledge about public management policy change", *Governance*, 19 (4): 531-557;

Dery, D. (1984) *Problem Definition in Policy Analysis*, University Press of Kansas, Caps.2 and 3, pp.14-36.

Gallego, R. 2003 "Public management policy making in Spain, 1982-1996: policy entrepreneurs and (in) opportunity windows", *International Public Management Journal*. 6 (3): 283-307.

Gallego, R; Barzelay, M. 2010 "Public Management Policy-Making in Spain: The Politics of Legislative Reform of Administrative Structures, 1991-1997", *Governance* 23 (2): 277-296. ISSN: 0952-1895)

Lindblom, C. 1991 *The process of developing public policies*. Madrid:INAP, pp.9-53

Optional readings (actors, networks and role of the public sector):

Blanco, I., Lowndes, V., Pratchett, L. 2011 "Policy Networks and Governance Networks: towards greater conceptual clarity", *Political Studies Review*, vol.9: 297-308

De Vries, M .; Nemeč, J. 2013 "Public Sector Reform: An Overview of Recent Literature and Research on NPM and Alternative Paths", *International Journal of Public Sector Management*, 26 (1): 4-16.

Ferlie, E. et al. 1996 *The New Public Management in Action*. Oxford: Oxford University Press. Ch.7, pp. 165-194.

Ferlie, E., Lynn, L.E. Jr and Pollitt, Ch. 2005 *The Oxford Handbook of Public Management*, New York: Oxford University Press.

Kickert, W. and Koppenjan, J. 1997 "Public management and network management", in Kickert W. and Klijn, E., op.cit., Pp. 35-61.

Klijn, E. 1997 "Policy networks: An overview", in Kickert W. and Klijn, E. (eds) *Managing complex networks*. London: Sage, pp.14-34.

Lane, J.E. 2000. *New Public Management*, London: Routledge, pp.1-15, 212-225

Pollitt, C. and Bouckaert, G. 2004 *Public Management Reform. A Comparative Analysis*, Oxford: Oxford University Press.

Cases:

1. Moore, M. (1992) "Anatomía del problema de la heroína: un ejercicio de definición de problemas", en Aguilar, L. (ed.) *Políticas Públicas*. México:Miguel Porrúa, pp.189-215.

2. Pirelli-Mar

Questions (II): Implementation and management instruments

1. What are the success and failure factors of the implementation? Analyze an example.

Required readings:

Elmore, R.1993. "Organizational models of social program implementation" in Hill, M. *The policy process. A reader*. Harvester-Wheatsheaf: Prentice-Hall. 2nd ed.

Sabatier, P. 1993. "Top-down and bottom-up approaches to implementation research" in Hill, M. *The policy process. A reader*. Harvester -Wheatsheaf: Prentice-Hall. 2nd ed.

Optional readings:

Ansell, C. 2017 "Improving policy implementation through collaborative policymaking", *Policy and Politics*, 45 (3): 467-486.

Hogwood, B. ; Gunn, L. 1984. *Policy analysis for the real world*. New York: Oxford University Press. Chapter 11: "Implementation", pp.196-218.

Lipsky, M. 1993. "Street level bureaucracy: An introduction" in Hill, M. *The policy process. A reader*. Harvester -Wheatsheaf: Prentice-Hall. 2nd ed.

Evaluation:

For this session, one of the proposed questions is answered in the form of an essay (approximately 800 words).

14/10 and 21/10: Quim Brugué: Defining public policies: from technocratic rationality to deliberative rationality.

Goals:

Elements of the context: from managerialism to governance

Elements substabtius: from technocratic rationality to deliberative rationality

Theoretical aspects: between the "Speaking Truth to Power" by Wilsdavsky and the "The Intelligence of Democracy" by Lindblom

Practical examples of various public policies

Required bibliography:

Brugué, Q.; Blanco, I.; Boada, J. 2014 "Entornos y motores para la innovación en las políticas públicas", *Revista del CLAD Reforma y Democracia*, 59, p. 5-34.

Simpson, P. *et al.* 2015 "Assessing the Public's Views on Prison and Prison Alternatives: Findings from Public Deliberation Research in Three Australian Cities", *Journal of Public Deliberation*, 11(2):1-24.

Evaluation:

From a case study done in class, present a brief group work. The instructions will be given during the course of the case.

DO NOT bring the text read.

28/10: Margarita León: The Paradigm of Social Investment and Policies for Early Childhood Care.

The Paradigm of Social Investment and Early Childhood Care Policies

Social Investment has become one of the emerging paradigms in the reform of welfare states. In this session we will analyze the main ideas that underlie this new paradigm of public policy and what kind of solutions it offers in the context of Unequal Growth. As a case we will focus on early childhood care policies

Case 1: Poverty and inequality

Case: Investment in early childhood

The Heckman Equation

Question:

Why is it considered that investment policies in early childhood have great potential in ensuring equal opportunities among children from different socio-economic environments? What kind of dilemmas arise? What are the evidences of the success of these policies? What are the limits of this approach?

Required reading / videos:

- At least three videos/tables of which appear in: www.heckmanequation.org

- Morabito, Vandebroek and Roose (2013) 'The Greatest of Equalisers': A Critical Review of International Organizations' Views on Early Childhood Care and Education, *Journal of Social Policy* Vol. 42 (3) 451-467 (available at JSTOR)

- Anderson, L. et al. (2003) "The Effectiveness of Early Childhood Development Programs. *American Journal of Preventive Medicine* 24 (35): 32-42.

Evaluation:

Each student must write a short essay of Maximum 1,000 words incorporating the questions indicated and the readings that appear more arrives. This exercise must be delivered the same day of the session, before starting it.

05/11: Sheila González: Multilevel government educational policy.

Title

The limitations of educational policy in a multilevel state

Issues

Educational policy in a multilevel state: decentralization and deconcentration

The quasi-market policies in the educational field: the coexistence of public, concerted and private networks in the education system.

The management of education: between the individual interest and the social good

Required readings:

Una aproximación al Sistema Educativo de España:

https://eacea.ec.europa.eu/national-policies/eurydice/content/spain_es [lectura de los apartados 1 (contexto), 2 (organización) y 3 (financiación)]

Albaigés, B; Ferrer-Esteban, G. (2017) "Els condicionants de sistema de l'èxit educatiu: gestió dels sistemes educatius i igualtat d'oportunitats" en *L'Estat de l'Educació a Catalunya 2016*.

https://www.fbofill.cat/sites/default/files/Anuari2016_191017.pdf [Capítulo 3]

Calero, J; Bonal, X,. (1999). *Política Educativa y Gasto Público en Educación*. Barcelona: Pomares-Corredor. [Capítulo 2: Planteamientos teóricos de la educación pública en educación]

Marchesi, Á. (2005). *Controversias de la educación española*. Madrid: Alianza Editorial. [Capítulo 3: Centros públicos frente a centros privados]

Muñoz, JL; Gairín, J. (2014). "La implicación de los ayuntamientos en una educación descentralizada", *Revista de Educación*, 366: 165-188

Complementary readings:

Albaigés, B; Ferrer-Esteban, G. (2017) "Els condicionants de sistema de l'èxit educatiu: gestió dels sistemes educatius i igualtat d'oportunitats" en *L'Estat de l'Educació a Catalunya 2016*.

https://www.fbofill.cat/sites/default/files/Anuari2016_191017.pdf [Capítulo 3]

Benito, R; González, I. (2007). *Processos de segregació escolar a Catalunya*. Barcelona: Editorial Mediterrània.

<https://www.fbofill.cat/sites/default/files/464.pdf> [Capítulo 2: Una panoràmica general a la segregació i la concentració escolar]

Bonal, X., Rambla, X., Calderón, E. y Pros, N. (2005). *La descentralización educativa en España. Una mirada comparativa a los sistemas escolares de las comunidades autónomas*. Barcelona: Fundació Carles Pi i Sunyer.

https://ddd.uab.cat/pub/caplli/2005/176069/Descentralizacion_educativa_en_Espana_conclusiones.pdf [Conclusiones]

Bonal, X. (2017) "La desinversió pública en educació en temps de crisi: opcions explícites i implícites de política educativa i efectes sobre les desigualtats (2010-2015)" en *L'Estat de l'Educació a Catalunya 2016*.

https://www.fbofill.cat/sites/default/files/Anuari2016_191017.pdf [Capítulo 7]

Gairín, J. (Coord.). (2005). *La descentralización educativa. ¿Una solución o un problema?*. Madrid: Wolters Kluwer. [Pàginasaconcretar]

Weiler, H. N. (1996). "Enfoques comparados en descentralización educativa". En M. A. Pereyra (Comp.), *Globalización y descentralización de los sistemas educativos*. Barcelona: Pomares-Corredor [Capítulos 5 y 6]

Evaluation:

The students will have to ask in the session 2 suggestive questions from the obligatory readings (complementary readings can be included voluntarily).

After the session and based on the contents of the session, the students will prepare an essay that answers a question that will be formulated at the end of the session.

10/11: Nicolás Barbieri and Joan Subirats: City and Culture

(See BLOC Urban Policies, 6/11, 11/12, 18/12)

18/11: Marc Balaguer and Xavier Ballart: Evaluation (I)

Institutionalization of evaluation, concepts, authors and language

Questions:

For this session you don't have to write an essay but you have to do the compulsory reading to have them as a resource.

Compulsory readings:

Guies 1 i 2 d'Ivàlua. Versions en català i en castellà en la web d'Ivàlua.

Revista EPUM de l'EAPC n4. Evaluation of Public Policies

<http://www.gencat.cat/eapc/epum/N4/index.html>

25/11: Xavier Ballart and Marçal Farré (Evaluation II)

Evaluation of needs and Evaluation of impact

For this session you don't need to write an essay but to do the compulsory reading to have it as a resource.

Compulsory reading:

Guies 1, 2 i 8 d'Ivàlua. Versions en català i en castellà en la web d'Ivàlua

Cases of study of needs

Avaluació del disseny i implementació del Fons de Solidaritat de l'Aigua d'Aigües de Barcelona

<https://www.ivalua.cat/ca/avaluacio/afers-socials-i-desigualtats/fons-de-solidaritat-de-laigua>

Ajuts infants a càrrec 0-16

<https://www.ivalua.cat/ca/avaluacio/afers-socials-i-desigualtats/fons-dajuts-demergencia-social-infants-menors-d>

Auditorías e intervención a las viviendas en situación de pobreza energética" de la Diputación de Barcelona

Cases of study of implementation

Avaluació del programa Baobab (2018).

<https://www.ivalua.cat/ca/avaluacio/participacio/programa-baobab-pla-de-barris-2018>

Avaluació del programa "Maleta de les famílies" de la Diputació de Barcelona.

<https://www.ivalua.cat/ca/avaluacio/educacio/maleta-de-les-families>

2/12: Xavier Ballart and Federico Todeschini (Evaluation III)

Evaluation of impact

Questions:

For this sessions you don't have to write an essay but to do the compulsory reading to have it as a resource.

Compulsory reading:

Guia 5 d'Ivàlua. Versions en català i en castellà en la web d'Ivàlua.

Guia 11 d'Ivàlua. Versions en català i en castellà en la web d'Ivàlua.

Campbell, D.T.; H.L. Ross (1968) The Connecticut Crackdown on Speeding. Time-Series

Data in Quasi-Experimental Analysis.

Ballart X.; Riba, C. (1996) Políticas de Seguridad: el caso del uso del casco en Barcelona. *Hacienda Pública Española*, 135: 7-1

Cases:

Informes finals de les següents avaluacions:

Avaluació Enviament SMS Exit Estiu (experimental)

<https://ivalua.cat/ca/avaluacio/educacio/enviament-de-sms-les-families-exit-estiu>

Avaluació del programa Exit Estiu (quasi experimental)

<https://ivalua.cat/ca/avaluacio/educacio/exit-estiu>

9/12: Xavier Ballart i Ramon Sabes-Figuera (Avaluació IV)

Use of indicators for economic evaluation

Questions:

For this session you don't have to write an essay but to do the compulsory reading to have it as a resource.

Compulsory reading:

Mòdul sobre indicadors preparat per XB. Versions en català i en castellà.

Guies 9, i 14 d'Ivàlua. Versions en català i en castellà en la web d'Ivàlua

Cases of study

Avaluació econòmica de l'impost sobre begudes ensucrades envasades

https://ivalua.cat/sites/default/files/2020-01/17_07_2019_06_56_34_InformeAvaluaciolBEE.pdf

BLOC Urban Policies:

10/11: Nicolás Barbieri and Joan Subirats: City and Culture

16/12: Ismael Blanco: Urban policies and rehabilitation of neighborhoods

23/12: Ricard Gomà: Municipalism and local government

Goals: We will analyze the role of urban public policies in the dynamics of social, economic and environmental transformation in the context of globalization. We will define urban policies as multilevel, multidimensional policies based on cooperative relationships between public, private and community actors. We will identify the main components of the "new urban agenda" in which urban policies must face. We will discuss the specific weight of local governments in the framework of urban policies and the role of the new municipalism. We will emphasize three areas of urban public policy as areas in which to make all the mentioned reflections land: the policies of neighborhood transformation; social policies of proximity; and cultural policies in the city.

Questions:

- What importance should we give to cities and urban policies in a globalized world?
- What is the role of urban space in the reproduction of social inequalities and what impact can neighborhood transformation policies have?
- How important are social policies of proximity today?
- What role can and should urban cultural policies play in social transformation?

Readings:

Barbieri, N. 2018 "Es la desigualdad, también en cultura", *Cultura, ciudadanía, pensamiento*.
<http://www.culturaydeporte.gob.es/dam/jcr:3419299b-4183-4a2c-9eea-433393379d9e/nicolas-barbieri.pdf>

Blanco, I., Subirats, J. (2012) "Políticas urbanas en España. Dinámicas de transformación y retos ante la crisis" a *Geopolíticas* 3(1): 15- 33 <http://revistas.ucm.es/index.php/GEOP/article/download/39304/38729>

Blanco, I., Gomà, R., Subirats, J. "Construyendo el municipalismo del común", ponència presentada al XIII Congrés de l'AECPA, 20-22 de setembre de 2017.
<http://www.aecpa.es/uploads/files/modules/congress/13/papers/1689.doc>

Nel-lo, O., Blanco, I. (2015) La segregació urbana a la regió metropolitana de Barcelona. Pla Estratègic Metropolità de Barcelona. https://pemb.cat/public/docs/41_lc_12.pdf

Subirats, J. "¿Salvará la cultura a las ciudades? Article publicat a La Vanguardia, 13/05/2018
[http://www.lavanguardia.com/cultura/20180511/443518454074/cultura-ciudades-barcelona-crisis.html?utm_campaign="](http://www.lavanguardia.com/cultura/20180511/443518454074/cultura-ciudades-barcelona-crisis.html?utm_campaign=)

Methodology

Learning method

Learning is based on the revision, questioning and constant construction of theoretical and practical knowledge. The objective of learning is to acquire the ability to generate questions and give answers - always provisional. To achieve this, it is essential that the student take an active role in the autonomous approach to information, reading and reflecting in order to establish an informed and enriching dialogue with the teacher.

We base learning on the integration of theory and practice:

- We work on the added value of theory both when interpreting reality and acting on it.
- We seek the usefulness of theory to rethink and modify practice: theory allows us to learn from practice.
- We investigate how the analysis of the practice allows us to rethink the theory.
- We concentrate theoretical teaching in the first quarter, and connect them with real experiences (in situ).

In this module, prior autonomous work will be required, through reading and preparation of short papers, for each topic. This work will be complemented with discussions in seminars and with the preparation and presentation of oral presentations, which will help to better sedimentation of knowledge and the ability to rethink them.

The time dedicated to learning is structured from the combination of in-class taught sessions and autonomous homework by the student: 25 hours of student work by ECTS credit (total of 250 hours), of which 20% (50 hours) will be in-class taught classes, 30% (75 hours) will be semi-autonomous and oriented by the lecturer, and 50% (125 hours) will be autonomous student work.

The in-class learning led by the lecturer will be based on the combination of lectures and discussion seminars on both the theoretical aspects and the application of these case studies. The semi-autonomous learning led by the lecturer will be based on the timely tutoring of short assignments and the preparation of oral presentations.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Taught classes	50	2	
Type: Supervised			

Seminars and tutorials	75	3
Type: Autonomous		
Reading and elaboration of exercises and essays	125	5

Assessment

Evaluation method

The evaluation will be continuous and will be based on the demonstration of the competences reached by the student in the course of the following activities and corresponding products:

1. Preparation of exercises or short work for each session, indicated by each lecturer (40% of the grade)
2. Participation in seminar sessions and case discussions (10% of the grade)
3. Individual exam done at home within 48 hours (50% of the grade).

It is necessary to elaborate the exercises that each lecturer indicates for each session.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentations	10%	0	0	1, 3, 2, 9, 13, 7, 8, 12, 10, 11, 14, 15, 6, 16
Participation in class	10%	0	0	1, 3, 2, 9, 13, 7, 8, 12, 10, 11, 14, 15, 6, 16
Submission of exercises	40%	0	0	1, 3, 2, 9, 4, 5, 13, 7, 8, 12, 10, 11, 14, 15, 6, 16
Synthesis tests/exams	40%	0	0	1, 3, 2, 9, 13, 7, 8, 12, 10, 11, 14, 15, 6, 16

Bibliography

The bibliography below includes general references for the course. Each lecturer will provide specific bibliography for their sessions and topics.

a) Generic bibliography:

Albi, E.; González-Páramo, J.; López Casanovas, G. 1997. *Gestión pública*. Barcelona. Ariel.

Aguilar, L. 1992. *La hechura de las políticas públicas*. México. M.A. Porrúa. 4 vols.

Ballart, X. 1992. *¿Cómo evaluar programas y servicios públicos?* Madrid. Ministerio para las Administraciones Públicas.

Barzelay, M.; Gallego, R. 2006. 'From "new institutionalism" to "institutional processualism": Advancing knowledge about public management policy change'. *Governance*, 19, 4:531-557.

Brugué, Q.; Subirats, J. 1996. *Lecturas de gestión pública. Selección de textos*. Madrid. Ministerio para las Administraciones Públicas.

Colebatch, H. 2002. *Policy*. London: Open University Press. 2nd edition.

Hill, M. ed. 1997. *The policy process. A reader*. Hertfordshire. Prentice Hall/Harvester Wheatsheaf. 2nd edition.

Kingdon, J. 1995. *Agendas, alternatives, and public policies*. New York. HarperCollins. 2nd edition.

Knoepfel, P.; Larrue, C.; Varone, F. 2001. *Analyse et pilotage des politiques publiques*. Basel. Helbing and Lichtenhahn.

Lane, J. 1993. *The public sector. Concepts, models and approaches*. London. Sage.

Loseke, D. 2003. *Thinking about social problems*. New Jersey. Aldine Transaction. 2nd edition.

Mény, Y.; Thoenig, J. 1989. *Las políticas públicas*. Barcelona. Ariel. (traducció 1992)

Moore, M. 1995. *Gestión estratégica y creación de valor en el sector público*. Paidós. Barcelona. (traducció 1998).

Pressman, J.; Vildavsky, A. 1984. *Implementation*. Berkeley. University of California Press. 3rd edition.

Sabatier, P. ed. 1999. *Theories of the policy process*. Oxford. Westview Press.

Stone, D. 2002. *Policy paradox. The art of political decision making*. London. Norton. 2nd edition.

Subirats, J. 1989. *Análisis de políticas públicas y eficiencia de la administración*. Madrid. Ministerio para las Administraciones Públicas.

b) Bibliography on policy sectors

Aguilar, S.; Font, N.; Subirats, J. 1999. *Política ambiental en España*. Valencia. Tirant lo Blanch.

Barzelay, M. 2001. *The new public management. Improving research and policy dialogue*. Berkeley. University of California Press.

Brugué, Q.; Gomà, R. 1998 *Gobiernos locales y políticas públicas*. Barcelona. Ariel.

Gallego, R., Gomà, R.; Subirats, J. eds. 2003. *Estado de bienestar y Comunidades Autónomas*. Madrid. Tecnos-UPF.

Gallego, Raquel (ed.) 2016. *Descentralización y desigualdad en el estado autonómico: Opinión pública, financiación territorial, ideología y políticas públicas*. Valencia: Tirant lo Blanch.

Gallego, Raquel; Nicolás Barbieri; Cristina de Gispert; Sheila González; Maite Vilalta, 2014. *Descentralització i autonomia política: L'impacte de la ideologia i el finançament territorial en els models sanitaris de Catalunya i Andalusia*. Barcelona: Institut d'Estudis Autònoms. ISBN: 978-84-393-9228-6.

Gallego, Raquel and Joan Subirats (dir.) 2011. *Autonomies i desigualtats a Espanya: Percepcions, evolució social i polítiques de benestar*. Barcelona: Institut d'Estudis Autònoms.

Gallego, Raquel; Ricard Gomà, and Joan Subirats. eds. 2002. *Els règims autonòmics de benestar: Anàlisi de les polítiques socials en les comunitats autònomes amb més capacitat d'autogovern, 1980-2000*. Barcelona: Institut d'Estudis Autònoms. ISBN: 84-393-5825-3

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Journal of Policy Analysis and Management

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