

Public Policy Analysis and Management

Code: 42454
ECTS Credits: 10

Degree	Type	Year	Semester
4313500 Public Administration	OB	0	1

Contact

Name: Raquel Gallego Calderon

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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 over the first five weeks of the course. A large part of the teaching material will be in English.

Teachers

Francesc Xavier Ballart i Hernández

Ricard Gomà Carmona

Raquel Gallego Calderon

Ismael Iván Blanco Fillola

External teachers

Anna Segura

Carla Cordoncillo

Marc Balaguer

Quim Brugué

Ramon Sabes

Sheila Gonzalez

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

Sessions

04/10/21 9:00 -14:00 Public policy and public management (Raquel Gallego)

11/10/21 15:00-20:00 Defining public policies: from technocratic to deliberative rationality I (Quim Brugué)

18/10/21 15:00-20:00 Defining public policies: from technocratic to deliberative rationality II (Quim Brugué)

25/10/21 15:00-20:00 Youth policies (Roger Soler-i-Martí)

31/10/21 15:00-20:00 Health policies (Raquel Gallego)

08/11/21 15:00-20:00 Education policies (Sheila González)

15/11/21 15:00-20:00 Evaluation I (Xavier Ballart i Ivàlua)

22/11/21 15:00-20:00 Evaluation II (Xavier Ballart i Ivàlua)

29/11/21 15:00-20:00 Evaluation III (Xavier Ballart i Ivàlua)

12/12/21 15:00-20:00 Evaluation IV (Xavier Ballart i Ivàlua)

13/12/21 15:00-20:00 Urban policies (Ismael Blanco)

19/12/21 15:00-20:00 Municipalisma and local governments (Ricard Gomà)

Topics and sessions

El temari s'estructura en sessions al voltant de diverses preguntes. El procés d'aprenentatge té per objectiu acabar cada tema havent donat resposta a aquestes preguntes a partir de l'ús de la teoria i el contrast de les seves interpretacions. Les respostes derivaran d'haver llegit les lectures que es recomanaran (veure apartats de metodologia docent i de bibliografia), d'haver escoltat les exposicions dels professors/es, d'haver debatut tots aquests continguts, i d'haver-los aplicat a estudis de cas i experiències in situ.

Raquel Gallego: Public policy and public management.

Questions (I): Actors, Problems and Agendas.

1. What is a problem? What type of issues become problems?
2. Define a problem and analyse how and why it is (or not) included on the institutional agenda. Use the theoretical model that is most adequate.
3. What is the role of actors' networks in the policy cycle?
4. How can we explain stability and change in public policies?

Questions (II): Implementation and management tools

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

Compulsory readings (I):

Howlett, M. (2002). Do Networks Matter? Linking Policy Network Structure to Policy Outcomes: Evidence from Four Canadian Policy Sectors 1990-2000. *Canadian Journal of Political Science / Revue Canadienne de Science Politique*, 35(2), 235-267.

Howlett, M.; McConnell, A.; Perl, A. (2016) "Moving policy theory forward: Connecting multiple streams and advocacy coalition frameworks to policy cycle models of analysis", *Australian Journal of Public Administration*

Moyson, S.; Scholten, P; Weible, C.M. (2017) "Policy learning and policy change": theorizing their relations from different perspectives", *Policy and Society*, 36:2:161-177.

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

Shearer, J. C., Abelson, J., Kouyaté, B., Lavis, J. N., & Walt, G. (2016). Why do policies change? Institutions, interests, ideas and networks in three cases of policy reform. *Health Policy and Planning*, 31(9), 1200-1211.

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 (II):

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

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

Howlett, M.; Ramesh, M. ; G. Capano (2020) "Policy-makers, policy takers and policy tools. Dealing with behavioural issues in policy design", *Journal of Comparative Policy Analysis . Research and Practice*, 22(6):487-497

Hupe, P.L.; Hill, M.J. (2016) "'And the rest is implementation.' Comparing approaches to what happens in policy processes beyond *Great Expectations*", *Public Policy and Administration*, 3(2): 103-121.

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 (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 i 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 *El proceso de elaboración de políticas públicas*. Madrid:INAP, pp.9-53

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

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.; Nemec, 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.

Hassenteufel, P.; Smyrl, M.; Genieys, W.; Moreno-Fuentes, F.J. 2010. Programmatic actors and the transformation of European health care states", *Journal of Health Policy, Politics and Law*, 35(4): 517-538.

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.

Optional readings (implementation):

Hogwood, B.; Gunn, L. 1984. *Policy analysis for the real world*. New York: Oxford University Press. Capítol 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:

Per aquesta sessió caldrà respondre en forma d'assaig (1.000 paraules aproximadament) una de les preguntes proposades. Data de lliurament: abans del 13/10/22.

A classe es treballarà l'aplicació dels conceptes a casos empíric, en grups, i caldrà lliurar el corresponent document.

Quim Brugué: Defining public policies: from technocratic to deliberative rationality.

Aims:

Elements del context: del gerencialisme a la governança

Elements substancials: de la racionalitat tecnocràtica a la racionalitat deliberativa

Aspectes teòrics: entre el "Speaking Truth to Power" de Wilsdovsky i el "The Intelligence of Democracy" de Lindblom

Exemples pràctiques de diverses polítiques públiques

Compulsory readings

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

A partir d'un treball de cas fet a classe, presentar un breu treball en grup. Les instruccions es donaran durant el transcurs del cas

NO cal portar els textos llegits.

Roger Soler-i-Martí: Youth policies: The challenge of cross-sectoral policies.

Malgrat que les polítiques de joventut acostumen a tenir una posició perifèrica en les estructures i prioritats governamentals, necessiten tenir incidència sobre algunes de les anomenades hard social policies (com educació, treball o habitatge) per aconseguir els objectius que sovint es proposen. Per això, en el cas de les polítiques de joventut, la governança relacional (la interdepartamentalitat i la interinstitucionalitat) són una repte ineludible. A la sessió es presentarà la naturalesa de les polítiques de joventut en perspectiva comparada, i s'analitzaran les estratègies de transversalitat i els resultats obtinguts pel cas de Catalunya.

Contents:

- Joventut, transicions, identitat i desigualtats
- El rol de les polítiques de joventut en perspectiva comparada
- El repte de la incidència de les polítiques de joventut. Transversalitat i govern multinivell
- Planificació estratègica i governança relacional: el cas del Pla Nacional de la Joventut de Catalunya

Compulsory readings:

Chevalier, T. (2016). Varieties of youth welfare citizenship: Towards a two-dimension typology. *Journal of European Social Policy*, 26(1), 3-19. <https://doi.org/10.1177/0958928715621710>

Brugué, Quim (2019) Els fils invisibles de la governança relacional. El cas de les polítiques de Joventut. In S. Fabra (Ed.) *La situació de les polítiques municipals de Joventut a Catalunya*. Direcció General de Joventut.

Optional readings:

Nico, Magda (2015) Life is cross-sectoral, why shouldn't youth policies be? Overview of existing information on cross-sectoral youth policy in Europe. EU-CoE Youth Partnership

Urban, A. M., Barber, T. (2018). *Insights into youth policy governance*. Council of Europe Publishing.

Soler-i-Martí, R., Fabra, S. & Serracant, P. (2017) 'Implementation problem of cross-sectoral youth policies at the local level - An analysis of a decade promoting integrality in Catalan municipalities' in M. Nico & M. Taru (Eds.) *Needles in Haystacks: finding a way forward for cross-sectoral youth policy*. Council of Europe publishing.

Wallace, C., Bendit, R. (2009). Youth policies in Europe: Towards a classification of different tendencies in youth policies in the European Union. *Perspectives on European Politics and Society*, 10(3), 441-458. <https://doi.org/10.1080/15705850903105868>

Walther, A. (2006). Regimes of youth transitions: Choice, flexibility and security in young people's experiences across different European contexts. *YOUNG*, 14(2), 119-139. <https://doi.org/10.1177/1103308806062737>

Williamson, H., Chevalier, T., & Loncle, P. (2021). Theorizing and Doing Youth Policies: an Interview with Howard Williamson, *Youth and Globalization*, 3(1), 241-249. doi: <https://doi.org/10.1163/25895745-03010010>

Evaluation:

Per aquesta sessió caldrà respondre en forma d'assaig (1.000 paraules aproximadament) una de les preguntes proposades

Raquel Gallego: Health policy

1. Dels mercats sanitaris als sistemes sanitaris: models de sistema de salut.

2. Reformes dels sistemes de salut des de 1980 fins ara
3. Evolució del sistema de salut espanyol i català

Compulsory readings

Gallego, Raquel; Subirats, Joan (2011) "Regional welfare regimes and multi-level governance", Guillén, A.M.; León M. (eds) *The Spanish welfare state in European context*, Surrey: Ashgate, pp. 97-118. [PDF]

Marí-Klose, P.; Moreno-Fuentes F.J. (2013) "The Southern European welfare model in the post-industrial order", *European Societies*, 15(4): 475-492.

Costa-Font, J.; Ferreri Carbonell, A. (2021) "Does devolution alter the choice of public versus private health care?" *Barcelona School of Economics Working Papers*, No. 1291.

<https://bse.eu/research/working-papers/does-devolution-alter-choice-public-versus-private-health-care>

Optional readings

Gallego, Raquel (dir.) (2016) *Descentralización y desigualdad en el estado autonómico*. Valencia: Tirant lo Blanch.

Gallego, Raquel; Ricard Gomà and Joan Subirats. (eds.) (2003) *Estado de bienestar y Comunidades Autónomas*. Madrid: Tecnos-UPF

Gallego, Raquel (Dir.) (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 Autonòmics.

(http://www.gencat.cat/governacio/pub/sum/iea/IEA_92.pdf)

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

(https://ddd.uab.cat/pub/lilibres/2011/194392/autdesesp_a2011.pdf)

OECD (2021) *Health at a glance 2020-2021. OECD Indicators*. OECD Publishing, Paris.

<https://www.oecd-ilibrary.org/docserver/ae3016b9-en.pdf?expires=1643707711&id=id&accname=guest&checksum=1643707711>, chapters 2, 5 and 7.

Costa-Font, J. and Hernández-Quevedo, C. (2012) "Measuring inequalities in health: What do we know? What do we need to know?", *Health Policy*, 106: 195-206.

Costa-Font, J.; Zigante, V. (2016) The choice agenda in European health systems: the role of middle-class demands, LSE Research Online, *Public Money and Management* 36(6):409-416. <http://eprints.lse.ac.uk>

Subirats, Joan and Raquel Gallego. (eds.) (2002) *Veinte años de autonomías en España: Leyes, políticas públicas, instituciones y opinión pública*. Madrid: Centro de Investigaciones Sociológicas.

Evaluation:

Per aquesta sessió caldrà respondre en forma d'assaig (1.000 paraules aproximadament) una de les preguntes proposades. Data de lliurament: abans del 10/11/22.

Sheila González: Education policy

The limitations of education policy in a multilevel state.

Contenidos

-La desigualdad educativa

-La política educativa en un estado multinivel: descentralización y desconcentración

-4 ámbitos de intervención:

La educación 0-3

La segregación escolar

El tiempo extraescolar

Las políticas de refuerzo y acompañamiento escolar

-Errores y omisiones de la política educativa en España

Lecturas obligatorias

Benito, R; González, I. (2007). [Processos de segregació escolar a Catalunya. Barcelona: Editorial Mediterrània.](#) [Capítulo 2: Una panorámica general a la segregación i la concentración escolar]

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]

González Motos (2016) [¿Qué impacto tienen las actividades extraescolares sobre los aprendizajes de los niños y los jóvenes?](#) Ivàlua / Fundació Jaume Bofill

Save the Children (2019) [Donde todo empieza' - Educación infantil de 0 a 3 años para igualar oportunidades](#)

Optional readings

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. [Conclusiones]

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

González & Bonal (2021) . COVID-19 school closures and cumulative disadvantage: Assessing the learning gap in formal, informal and non-formal education, European Journal of Education 56(4), 607-622

<https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12476>

Evaluation

Con posterioridad a la sesión y en base a los contenidos tratados en ella, los estudiantes elaborarán por parejas ensayo que dé respuesta a una pregunta que será formulada al final de la sesión.

Topic: Evaluation

15/11: Xavier Ballart, Marc Balaguer Evaluation (I)

Per aquesta part del curs no has de presentar un assaig però has de revisar les lectures obligatòries per tal de tenir coneixement dels materials com a recurs.

La teva avaluació es farà en base a 2 exercicis que et proposaran, per una banda el professor Xavier Ballart i per l'altra, l'equip d'analistes d'Ivàlua.

CONCEPTS,BASIC AUTHORS AND LANGUAGE - Xavier Ballart

INSTITUCIONALIZATION OF EVALUATION - Marc Balaguer

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>

- The institutionalization of evaluation matters: Updating the International Atlas of Evaluation 10 years later:

https://www.researchgate.net/publication/273339192_The_institutionalization_of_evaluation_matters_Updating_tr

22/11: Xavier Ballart, Carla Cordoncillo (Evaluation II)

AVALUACIÓ DE NECESSITATS - Xavier Ballart

AVALUACIÓ DE LA IMPLEMENTACIÓ - Carla Cordoncillo

Compulsory reading

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

Case studi of needs

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

http://www.ivalua.cat/documents/1/15_12_2015_08_02_42_Informe_novembre_2015.pdf

- Ajuts infants a càrrec 0-16

http://www.ivalua.cat/documents/1/07_09_2016_08_20_49_Informe_completV4.pdf

Case studies of implementation

- Avaluació del programa Escola de Segones Oportunitats (2020).

https://ivalua.cat/sites/default/files/2021-06/Informe_definitiu_escola%20Segones%20Oportunitats.pdf

- Avaluació de la Llei 17/2015 d'igualtat efectiva de dones i homes, de l'Institut Català de les Dones.
(Disponible al web d'Ivàlua)

29/12: Xavier Ballart, Anna Segura (Evaluation III)

IMPACT EVALUATION - Xavier Ballart, Anna Segura

Compulsory readings:

- 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.

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

Cases of impact evaluation

- Avaluació del programa de suport a les persones tutelades i ex tutelades

<https://dretssocials.gencat.cat/ca/detalls/Article/Analisi-5>

- Informe final Avaluació dels Programa Exit (seccions 4 i 6): <https://ivalua.cat/ca/avaluacio/educacio/exit-curs>

12/12: Xavier Ballart, Ramon Sabes-Figuera (Evaluation IV)

USE OF INDICATORS FOR EVALUATION - Xavier Ballart

ECONOMIC EVALUATION - Ramon Sabes

Compulsory readings:

- 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

Case study

Ballart, X. Galais, C. 2019, ¿Gestión pública, privada o por el tercer sector? Diferencias en los resultados en atención primaria de Cataluña, *Atención Primaria*, Vol. 51(10):610-616 (10.1016/j.aprim.2018.08.006)

- Avaluació econòmica de l'impost sobre begudes ensucrades envasades:

<https://ivalua.cat/ca/avaluacio/salut/impost-sobre-begudes-ensucrades-envasades-ibee>

Ismael Blanco i Ricard Gomà: Urban policies, municipalism and local governments

Aims:

Analitzarem el paper de les polítiques públiques urbanes en les dinàmiques de transformació social, econòmica i mediambiental en el context de la globalització. Definirem les polítiques urbanes com a polítiques multinivell, multidimensionals i basades en interaccions creuades entre actors públics, privats i comunitaris. Identificarem els components principals de la "nova agenda urbana" a les que les polítiques urbanes han de fer front. Discutirem el paper específic dels governs locals en el marc de les polítiques urbanes i el paper del nou municipalisme. Posarem l'accent en dos àmbits de política pública urbana com a àmbits en els que fer aterrar totes les reflexions assenyalades: les polítiques de transformació de barris i les polítiques socials de proximitat.

Questions

Quina importància hem de donar a les ciutats i a les polítiques urbanes en un món globalitzat?

Quin pes específic tenen els governs locals en aquest context i quin paper pot jugar el (nou) municipalisme?

Quin paper té l'espai urbà en la reproducció de les desigualtats socials i quina incidència hi poden tenir les polítiques de transformació de barris?

Quina importància tenen avui les polítiques socials de proximitat i quins són els seus principals reptes?

Sessions

1. Cities and urban policies of neighbourhood's renewal. Ismael Blanco.

Contents

- Significat i importància de les polítiques urbanes
- La segregació urbana com a exemple
- Polítiques de transformació de barris: models, hipòtesis del canvi i resultats

Basic references:

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>

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

Antón, F., Porcel, S. (coords.) (2021) Metrópolis, vulnerabilidad urbana y políticas de mejora de barrios. Número monográfico. Revista PAPERS, 63.

<https://iermb.uab.cat/es/revistapapers/n-63-metropolis-vulnerabilidad-urbana-y-politicas-de-mejora-de-barrios/>

2. Municipalism: local governments and public policies. Ricard Gomà.

Contents

- Models clàssics de Govern Local en perspectiva comparada
- Governs Locals en un nou context de governança multinivell
- Canvi d'època i nou municipalisme
- Nova Agenda Urbana: les polítiques públiques
- Municipalisme i innovació democràtica: participació, iniciatives ciutadanes i cocreació

Basic references

-Blanco, I. Gomà, R. (2016) El municipalisme del bé comú. Barcelona: Icaria

-Blanco, I., Gomà, R., Subirats, J. (2018) "El nuevo municipalismo: derecho a la ciudad y comunes urbanos". GAPP. Nueva Época. Num. 20.

<https://revistasonline.inap.es/index.php/GAPP/article/view/10491>

-Martí, S. et.al. (2018) Movimientos sociales y derecho a la Ciudad. Barcelona: Icaria

-Gomà, R. (2020) Derechos sociales y derecho a la ciudad. Municipalismo, bienestar de proximidad y agenda urbana. VIII INFORME FOESSA. Documento de trabajo 6.6

<https://www.foessa.es/main-files/uploads/sites/16/2019/05/6.6.pdf>

-Nel-lo, O. Blanco, I. Gomà, R. (2022) El apoyo mutuo en tiempos de crisis. Buenos Aires: CLACSO

Evaluation

L'avaluació consistirà en la redacció d'un únic assaig a l'entorn de qüestions que reflectiran el que s'ha tractat a les dues sessions.

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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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

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 Casasnovas, G. 1997. *Gestión pública*. Barcelona. Ariel.

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

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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.

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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 Autonòmics. 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 Autonòmics.

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 Autonòmics. ISBN: 84-393-5825-3

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c) Journals

International Journal of Public Administration

International Public Management Journal

Governance

Journal of European Public Policy

Journal of Policy Analysis and Management

Journal of Public Administration Research and Theory

Public Administration -an international quarterly.

Software

No specific software is used in this module.