

Degree	Type	Year
4313500 Public Administration	OB	0

## Contact

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## Teachers

Francesc Xavier Ballart i Hernández

Ricard Gomà Carmona

Raquel Gallego Calderon

Margarita Leon Ramon Borja

Ixchel Perez Duran

Ismael Iván Blanco Fillola

(External) Anna Segura

(External) Cristina Cribillers

(External) Cristina Ferrer

(External) Quim Brugué

(External) Sheila Gonzalez

## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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.

#### Skills to be achieved

1. Analyze the emergency processes of social and political problems
2. Analyze the policy making processes.
3. Evaluate public policies.
4. Set up lines of advice for decision-making, for the implementation and
5. Analyze various scenarios of public management in complex organiza
6. Plan lines of advice for public management in these environments bas

#### 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

Calendar of sessions:

Tuesdays from 15:00 to 20:00

01/10/24 Raquel Gallego. Public policy and public management: concepts and instruments for the analysis.

08/10/24 Quim Brugué. Defining public policies: from technocratic to deliberative rationality.

15/10/24 Raquel Gallego. Social innovation and public policy: evidence from research in health, education and care for the 0-3, care and home support, and housing.

22/10/24 Marga León. Conciliation policies: the case of paternity leave.

29/10/24 Sheila González. Key issues and limitations of education policy in a multilevel state.

05/11/24 Ixchel Pérez. Governance, accountability, and artificial intelligence in public policies.

12/11/24 Ismael Blanco. Cities, urban policies, and policies of neighbourhoods' transformations.

19/11/24 Ricard Gomà. Municipalism: local governments and public policies.

26/11/24 Xavier Ballart + Ivàlua (Cristina Cribillers). Evaluation of Public Policies (I)

03/12/24 Xavier Ballart + Ivàlua (Cristina Cribillers). Evaluation of Public Policies (II)

10/12/24 Xavier Ballart + Ivàlua (Anna Segura). Evaluation of Public Policies (III)

17/12/24 Xavier Ballart + Ivàlua (Cristina Ferrer). Evaluation of Public Policies (IV)

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Raquel Gallego: Public policy and public management: concepts and instruments for the analysis.

1/10/24

Questions (I): Actors, Problems, and Agendas.

1. What is a problem? What kind of ideas become problems and why?
2. How can we explain the agenda setting processes?
3. How can we analyse actors' networks and their relevance in public policy processes?

Questions (II): Implementation and instruments of management

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

Cases: (read in advance)

1. Duran, Sanz & Subirats (2022). El caso de Pirelli Mar. Case Program Series Ref. CL-2022-01.

[https://igop.uab.cat/wp-content/uploads/2022/11/CL\\_01\\_Pirelli-Mar-IGOP.pdf](https://igop.uab.cat/wp-content/uploads/2022/11/CL_01_Pirelli-Mar-IGOP.pdf)

2. Uribealago, B. & Ballart, X. (2023). Taxis en Barcelona y uberización del sector. Case Program Series Ref. CL-2023-04. Universitat Autònoma de Barcelona. Departament de Ciència Política i Dret Públic.

[https://igop.uab.cat/wp-content/uploads/2023/03/CL\\_04\\_Taxis-BCN-IGOP.pdf](https://igop.uab.cat/wp-content/uploads/2023/03/CL_04_Taxis-BCN-IGOP.pdf)

Compulsory readings (actors, problems, and agendas) (I): (read in advance)

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

<https://www.tandfonline.com/doi/epdf/10.1080/14494035.2017.1331879?needAccess=true&role=button>

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.

Compulsory readings (implementation) (II): (read in advance)

Ansell, C. (2017) "Improving policy implementation through collaborative policymaking", *PolicyandPolitics*, 45(3): 467-486. [PDF]

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

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. [PDF]

Optional readings (actors, problems, and agendas) (I):

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

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.

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

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.

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. [PDF]

<https://doi.org/10.1017/S0008423902778232>

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) (II):

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. 2<sup>nd</sup> 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. 2<sup>nd</sup> ed.

Evaluation:

Each student will have to write a brief essay (800-1000 words) answering a question formulated at the end of the session. The essay will have to be submitted one week later through the Campus Virtual.

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

8/10/2024

Summary:

The aim of this session is to focus on the decisional stage of public policies from a deliberative shift approach. This perspective assumes the complexity of the 21st century society and proposes to address it from public policies that, beyond efficiency, provide intelligence.

Topics:

- La fase de presa decisions en l'anàlisi de les polítiques públiques

- Models racionals, models incrementals i el gir deliberatiu
- El perquè i el què de la racionalitat deliberativa
- De la teoria a la pràctica: exemples i casos de processos deliberatius

Exercise:

Triar un exemple de problema complex a ser abordat des d'una política pública i dissenyar el corresponent procés de presa de decisions. Es treballarà en grup (els formarem a la classe) i els treballs hauran de cobrir els següent punts (en aproximadament 5 pàgines):

1. Explicar les característiques del problema a abordar en termes de complexitat i incertesa
2. Definir el context institucional des d'on s'aborda el problema
3. Identificar la xarxa d'actors i explicar com la formariu i com la gestionariu
4. Proposar i dissenyar un procés deliberatiu
5. Explicar els avantatges i les dificultats d'aquesta aproximació

Bibliography:

Aquestes referències són útils per complementar els continguts de la sessió, però no s'han de llegir prèviament al seu desenvolupament:

Ansell, Ch, Sorensen, E. & Torfing, J. (2022) "Public administration and politics meet turbulence: the search for robust governance", *Public Administration*, Wiley, pp. 1-20.

Brugué, Q. (2022) *Organizaciones que saben, organizaciones que aprenden*. Madrid: INAP.

Lightbody, R. & Roberts, J. (2022) "Experts: the politics of evidence and expertise in democratic innovation" a Elstub, S. & Escobar, O. (eds) *Handbook of democratic innovation and governance*. Edward Elgar Publishing.

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Raquel Gallego: Social innovation and public policy: evidence from research in health, education and care for the 0-3, care and support at home, and housing.

15/10/24

Content

In this session we will explore the concept and practice of social innovation and how it has been understood and addressed by civil society and by institutions. We will analyse the motivations and forms of social innovation, as well as the opportunities and challenges social innovation poses for public policies in terms of making equality and diversity compatible. To further illustrate this, we will focus on areas such as health, education and care, care and support at home, and housing.

Compulsory readings:

Häikiö, L., Fraise, L., Adam, S., Jolanki, O., Knutagård, M. (2017). "The Janus face of social innovation in local welfare initiatives". In F. Martinelli, A. Anttonen, & M. Mätzke, *Social Services Disrupted* (pp. 281-301). Edward Elgar Publishing. <https://doi.org/10.4337/9781786432117.00024>

Gallego, R., & Maestriperi, L. (2022). "Women's empowerment and social innovation in childcare: the case of Barcelona, Spain", *European Societies*, 24(4), 493-519. <https://doi.org/10.1080/14616696.2022.2092641>

Gallego, R., & Maestriperi, L. (2022). "La innovación social en los cuidados 0-3: Entre la desigualdad y la equidad en las políticas públicas". *Papers: Revista de Sociologia*, 107(3), e 3060: 1-22  
<https://doi.org/10.5565/rev/papers.3060>

Recommended readings:

Barbieri, N., Gallego, R., Morales, E., Muñoz, C., Quintana, B. (2021). "Facilitators and challenges of community action for health. Comparative analysis of four case studies in neighbourhoods of Barcelona"; (First published on line 2019). *Policy Studies*, 42(3), 271-288.

Barbieri, N.; Gallego, R.; Morales, E.; Rodríguez-Sanz, M.; Palència, L.; Pasarín, M.I. (2018) "Measuring and Analysing Community Action for Health: An Indicator-Based Typology and Its Application to the Case of Barcelona", *Social Indicators Research*, 139:25-45. (First published on line 2017).

Gallego, R. (Dir.) (2019) *Estudi comparatiu: Models de provisió de cures a les persones i support a la llar* (Edition in Spanish: *Estudio comparativo: Modelos de provisión de cuidados a las personas y apoyo en el hogar*). Col·lecció Estudis Temps i Cures. Barcelona: Ajuntament de Barcelona.

[http://ajuntament.barcelona.cat/tempsicures/sites/default/files/estudi\\_comparatiu\\_cat\\_0.pdf](http://ajuntament.barcelona.cat/tempsicures/sites/default/files/estudi_comparatiu_cat_0.pdf)

Gallego, R. and Raya, J.M. (dirs) (2022) "Yes We Rent! Impact evaluation summary" by Vidal, L, Bianchi, I.; Cruz, H.; Hernández-Pizarro, H.; Llaneza, C. <https://www.uia-initiative.eu/fr/uia-cities/mataro>

Maestriperi, L., & Gallego, R. (2022). "The impact of the COVID-19 pandemic on society in southern Europe: the case of social innovation in the care of early childhood in Barcelona". *Revista Española de Sociología*, 31(4), Article a131. <https://doi.org/10.22325/fes/res.2022.131>

Evaluation

Each student will have to write a brief essay (800-1000 words) answering a question formulated at the end of the session. The essay will have to be submitted one week later through the Campus Virtual.

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Margarita León: Conciliation policies: the case of paternity leave

22/10/24

Content:

Trayectorias de las políticas de conciliación en Europa; conceptualización y principales análisis empíricos. Estudio en profundidad de los permisos parentales

Compulsory readings:

O'Brien, Margaret 2009 Fathers, Parental Leave Policies and Infant Quality of Life: International perspectives and policy impact. *Annals, AAPSS* 190-213

Exercise:

Pequeño cuestionario a realizar en clase sobre la lectura obligatoria

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Sheila González: Key issues and limitations of education policy in a multilevel state.

29/10/24

Topic:

El objeto de la sesión es acercar a los estudiantes al concepto de desigualdad educativa y las políticas públicas diseñadas para darle respuesta. Abordaremos en esta sesión la elaboración de políticas educativas en el marco de un estado multinivel, para comprender el impacto de la distribución competencial sobre la capacidad de intervención pública. Durante la sesión se tratarán 4 ámbitos de intervención educativa: la educación 0-3, la segregación escolar, el tiempo extraescolar y las políticas de refuerzo y acompañamiento escolar. La parte final de la clase se dedicará a la reflexión en torno a los errores y las omisiones de la política educativa en España.

Contents

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

Compulsory readings

Los alumnos han de leer estas lecturas con anterioridad a la sesión. Al inicio de la sesión se hará una actividad evaluativa basada en estos textos.

González Motos, S., Bonal, X. (2023). [Segregación Educativa](#). [Capítulo 5: 109-132]

Bonal, X. (2020) Financiación y Equidad en España. En "[La financiación del sistema educativo: invertir en calidad, equidad e inclusión](#)". [Pág. 87-96]

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](#) [Pág. 8-25]

Complementary 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](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 un ensayo que dé respuesta a una pregunta que será formulada al final de la sesión. Fecha de entrega del ensayo: 22/11/2024

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Ixchel Pérez: Governance, accountability, and artificial intelligence in public policies

05/11/24

#### Aims:

- Analizar la evolución desde la burocracia tradicional hacia los modelos de gobernanza
- Analizar la rendición de cuentas como uno de los elementos clave de los modelos de gobernanza
- Explorar el significado del uso de algoritmos en la toma de decisiones, a través de ejemplos comparativos.
- Discutir los posibles problemas que pueden surgir como consecuencia de su implementación.

#### Compulsory readings:

Busuioc, M. (2021), Accountable Artificial Intelligence: Holding Algorithms to Account.

Public Admin Rev, 81: 825-836. <https://doi.org/10.1111/puar.13293>

Pérez-Durán, I. (2023). Twenty-five years of accountability research in public administration: Authorship, themes, methods, and future trends. International Review of Administrative Sciences, 0(0).  
<https://doi.org/10.1177/00208523231211751>

#### Recommended readings:

Meijer, A., Lorenz, L. and Wessels, M. (2021), Algorithmization of Bureaucratic

Organizations: Using a Practice Lens to Study How Context Shapes Predictive Policing

Systems. Public Admin Rev, 81: 837-846. <https://doi.org/10.1111/puar.13391>

#### Evaluation: Seminar

Acebillo-Baqué, M.; Pérez Durán, I. (2022). Artificial intelligence and automated decision making in welfare policies. Barcelona: 14 pag. (Case Program Series ; PCUBE-

2022-02) <https://ddd.uab.cat/record/272376>

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

12/11/24 i 19/11/24

### 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 pes específic dels governs locals en el marc de les polítiques urbanes i el paper del 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 tenen les ciutats i 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, urban policies, and policies of neighbourhoods' transformation. Ismael Blanco.

### Esquema de la sessió:

- Significat i importància de les polítiques urbanes
- La segregació urbana com a exemple: el concepte i les implicacions de la segregació
- Dinàmiques evolutives de la segregació urbana a Catalunya i reptes per a la governança local i metropolitana
- Polítiques de transformació de barris: models, hipòtesis del canvi i resultats
- El cas del Pla de Barris de Barcelona

### Referències bàsiques:

Blanco, I., Gomà, R. (coords.) (2022) *Vidas Segregadas. (Re)construir fraternidad*. València: Tirant Lo Blanch.

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](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.

### Esquema de la sessió:

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

Referències bàsiques:

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.

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Sessions: Evaluation of Public Policies

*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.*

26/11/24: Xavier Ballart and Cristina Cribillers (Evaluation I)

CONCEPTS, BASIC AUTHORS, AND LANGUAGE - Xavier Ballart

INSTITUTIONALIZATION OF EVALUATION - Cristina Cribillers

Lectura obligatòria:

- Ivàlua - Guia Pràctica 1 - Com iniciar una avaluació: oportunitat, viabilitat i preguntes d'avaluació. Versions en català i en castellà a la web d'Ivàlua (<https://ivalua.cat/ca/recursos/guies-practiques>)

- 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](https://www.researchgate.net/publication/273339192_The_institutionalization_of_evaluation_matters_Updating_tr)

Lectura complementària:

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

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

03/12/24: Xavier Ballart and Cristina Cribillers (Evaluation II)

EVALUATION OF NEEDS - Xavier Ballart

EVALUATION OF IMPLEMENTATION - Cristina Cribillers

Lectura obligatòria:

- Ivàlua - Guia Pràctica 2 - Avaluació de necessitats socials.
- Ivàlua - Guia Pràctica 4 - Avaluació de la implementació.
- Ivàlua - Guia Pràctica 8 - La Metodologia qualitativa en l'avaluació de polítiques públiques.

Versions en català i en castellà a la web d'Ivàlua (<https://ivalua.cat/ca/recursos/guies-practiques>)

Casos estudi de necessitats

- 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](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](http://www.ivalua.cat/documents/1/07_09_2016_08_20_49_Informe_completV4.pdf)

Casos estudi d'implementació

- Avaluació de la Llei 17/2015 d'igualtat efectiva de dones i homes, de l'Institut Català de les Dones:

<https://ivalua.cat/ca/avaluacio/afers-socials-i-desigualtats/llei-172015-digualtat-efectiva-de-dones-i-homes>

- Avaluació del Servei d'Ajuda a Domicili (SAD):

<https://ivalua.cat/ca/avaluacio/afers-socials-i-desigualtats/servei-dajuda-domicili-sad>

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

[https://ivalua.cat/sites/default/files/2021-06/Informe\\_definitiu\\_escola%20Segones%20Oportunitats.pdf](https://ivalua.cat/sites/default/files/2021-06/Informe_definitiu_escola%20Segones%20Oportunitats.pdf)

10/12/24: Xavier Ballart and Anna Segura (Evaluation III)

EVALUATION OF IMPACT - Xavier Ballart i Anna Segura

Lectura obligatòria:

- Ivàlua - Guia Pràctica 5 - Avaluació d'impacte.
- Ivàlua - Guia Pràctica 11 - Com avaluar l'impacte de les polítiques educatives

Versions en català i en castellà a la web d'Ivàlua

(<https://ivalua.cat/ca/recursos/guies-practiques>)

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

Casos estudi avaluació d'impacte

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

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

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

- Avaluació de l'impacte del BMincome:

<https://ivalua.cat/ca/avaluacio/afers-socials-i-desigualtats/projecte-b-mincome-avaluacio-dimpacte>

17/12/24: Xavier Ballart and Cristina Ferrer (Evaluation IV)

USING INDICATORS FOR EVALUATION - Xavier Ballart

ECONOMIC EVALUATION - Cristina Ferrer

Lectura obligatòria:

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

- Ivàlua - Guia Pràctica 9 - Introducció a l'avaluació econòmica.

- Ivàlua - Guia Pràctica 14 - L'avaluació econòmica en l'àmbit de les polítiques de justícia. Una guia introductòria.

Versions en català i en castellà a la web d'Ivàlua (<https://ivalua.cat/ca/recursos/guies-practiques>)

Cas estudi d'indicadors

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)

Casos estudi avaluació econòmica

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

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

## Activities and Methodology

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	

## 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.

## Assessment

### Continuous Assessment Activities

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

## 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.

## 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.

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 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

Gomà, R.; Subirats, J. eds. 1998. *Políticas públicas en España. Contenidos, redes de actores y niveles de gobierno*. Barcelona. Ariel.

Grau, M.; Mateos, A. 2002. *Análisis de políticas públicas en España: Enfoques y casos*. Valencia. Tirant lo Blanch.

Gomà, R. y Subirats, J. 2001 *Govern i polítiques públiques a Catalunya (1980-2000)*. Barcelona. Universitat Autònoma de Barcelona-Universitat de Barcelona, 2 volums.

Morata, F. 2000 *Políticas públicas en la Unión Europea*. Barcelona: Ariel.

Pollitt, C.; Bouckaert, G. 2004. *Public Management Reform. A comparative Analysis*. New York. Oxford University Press. 2nd edition.

Subirats, J.; Gallego, R. 2002 *Veinte años de autonomías en España: Leyes, políticas públicas, instituciones y opinión pública*. Madrid. Centro de Investigaciones Sociológicas.

#### 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.

## Language list

Name	Group	Language	Semester	Turn
(TEM) Theory (master)	1	Catalan	first semester	morning-mixed