



## Syllabus

Academic Year	2020/2021
Program	Policies and Governance in Europe
course	Policy evaluation and implementation
Term	I semester
Year	1
SSD	SPS/07 – Sociologia generale
Credits	6

### INSTRUCTIONAL GOALS

The course aims at providing the students with tools to analyse and evaluate public policies by teaching evidence-based policy-making, coherent policy design, and effective monitoring of the implementation in different policy fields.

This course concentrates not only on individual or organizational performance, and on laws or regulations, but also on the processes spreading from the design, the implementation and the evaluation of policies, focusing on how public policies can solve problems that nor citizens nor the market would otherwise solve.

At the end of the course, each student will be able to know how to produce a comprehensive analysis of a process of decision making.

### INTENDED LEARNING OUTCOMES

#### **Knowledge and understanding:**

Student will gain knowledge of different approaches and tools to monitor, measure and evaluate a public policy and the instruments of public policy analysis.

Students have to develop a balanced and coherent map of theoretical and methodological major perspectives underlying the policy design, implementation and evaluation. They will understand different phases of policy making, how those phases may be linked, and the different instruments of policy. They will be asked to distinguish and integrate descriptive and prescriptive approaches to policy-making

#### **Applying knowledge and understanding:**

Students will be able to produce an analysis of a specific policy problem through collaborative group work and they will be able to use qualitative and quantitative instruments to evaluate the effectiveness of a public policy and to measure its main parameters in order to design a policy-maker correction.

#### **Making judgements:**

Read and critique an existing example of policy analysis produced by a public institution.

#### **Communications Skills:**



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Prepare a short, concise presentation and provide policy recommendations with a clear set of well-documented arguments.

**Learning skills:**

This course will contribute to empower learners giving them the tools to determine the effectiveness of a public policy and to evaluate the governance models in an independent way in order to investigate in the weaknesses of public policy and to design a more effective proposal of policy-making.

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Pre-requisites	Models of Governance and Data Analysis
Course content	<p>The first part of the course introduces the basic concept of a discipline – public policy analysis – through conceptual instruments and practical exercises.</p> <ul style="list-style-type: none"><li>▪ The approaches of the policy studies</li><li>▪ Evolution of the study of public policies</li><li>▪ The most important prescriptive and descriptive theories in public policy</li><li>▪ The policy cycle</li><li>▪ Actors and institutions</li><li>▪ Typologies of the substantive content of public policies</li></ul> <p>▪ The second part of the course will focus the sector of the discipline defined as the empirical study of policy making. The analysis of the decision put in action (or not) by governments and other politically relevant actors, the interactions among these actors, the modes and the timing of processes, policy styles. They will examine specific policy issues to develop their skills and understanding.</p>
Reference Books	<ul style="list-style-type: none"><li>▪ Frank Fischer, Gerald J. Miller, and Mara S. Sidney (eds.) (2007), <i>Handbook of Public Policy Analysis: Theory, Politics, and Methods</i>, CRC Press, Taylor &amp; Francis Group, Boca Raton</li></ul> <p>Perl, A., Howlett, M., &amp; Ramesh, M. <i>Studying Public Policy: Policy Cycles and Policy Subsystems</i> 3rd Edition</p> <ul style="list-style-type: none"><li>▪ Perl, A., Howlett, M., &amp; Ramesh, M. (2018). Policy-making and truthiness: Can existing models cope with politicized evidence and willful ignorance in a post-fact world? <i>Policy Sciences</i>, 51(4): 581-600</li><li>▪ Stame N. (2010), What Doesn't Work? Three Failures, Many Answers, <i>Evaluation</i>, 16(4) 371-387</li><li>▪ Stame N. (2018), Strengthening the ethical expertise of evaluators, <i>Evaluation</i>, 24(4) 438-451</li></ul>
Teaching Methods	<p>The learning activities will be held through the following methodologies:</p> <ul style="list-style-type: none"><li>▪ Traditional lectures (class activities)</li><li>▪ Case study discussions</li><li>▪ Group project work</li><li>▪</li></ul>
Assessment	<p>The final assessment will be composed of:</p> <ul style="list-style-type: none"><li>▪ Projectwork and participation 50%</li><li>▪ Final exam 50%</li></ul>

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