**М.2.Б.01.3 Program and Regional Policy Analysis (offered in English)**

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| **1. Course number, title, and ECTS** | **М.2.Б.01.3, Program and Regional Policy Analysis (offered in English), 5 ECTS**  Core Course  Lectures - 24  Seminars & Practical Classes – 32  Contact Hours – 56  Self-study Hours – 134 |
| **2. Course instructors during Self-Evaluation year and site visit year** | Mr. Alexander Puzanov, Professor, PhD in geography  Mrs. Marina Shapiro, Associate Professor, PhD in Economics  Mr. German Vetrov, Associate Professor, PhD in Economics |
| **3. Prerequisites for the course** | M.0.Б.00.2. Public Administration (bridging course), 4 ECTS  М.1.Б.00. Public Economics – 2, 6 ECTS |
| **4. Course objectives in relation to total curriculum** | The objectives of the course are:  • to equip students with intellectual tools in the identification and specification of  policy problems and the development of sensible, useful, and politically viable solutions  • to develop understanding of comprehensive system of instruments and skill in  applying such instruments to analysis of regional programs and policies |
| **5. Learning outcomes** | On successful completion of the module students will be able to:  • Critically analyze and evaluate policy issues at regional and local levels  • Develop concepts and carry out monitoring and evaluation of public programs in social and economic spheres   * Present results of the policy analysis in a comprehensive and convincing form.   On successful completion of the module students will acquire the following qualifications:  • Be able to develop appropriate policy instruments, and be aware of strategic issues around their implementation  • Be able to defend policy proposals in terms of hard analysis of incentives, behavioral relations, and consistency with general principles of good management. |
| **6. Course description** | The course is designed to improve local decision making by raising skill levels. The course consists of four blocks devoted to strengthening policy analysis skills. Each block uses a problem-solving format and groups work together on exercises are a core part of the course.  At a general level, the course follows the conventional approach to teaching policy analysis—to equip students with intellectual tools in the identification and specification of policy problems and the development of sensible, useful, and politically viable solutions. A consistent market-oriented paradigm is employed.  The following principles guided the team in designing the curriculum and teaching the classes:  • critical thinking. Many officials tend to operate at what might be termed “the descriptive level.” Hence, the task of the course in general, and the faculty in particular, is to constantly challenge participants to defend their statements in terms of hard analysis of incentives, behavioral relations, and consistency with general principles of good management;  •maximizing the use of problems and case studies.  The order in which topics are covered is designed to help students accumulate skills. One session builds on the knowledge developed in the previous sessions. The final workshop—devoted to writing concise, effective policy recommendations—presents students with policy problems similar to those they have encountered in previous sessions. In each policy problem/case study, the policy issue is stated, its context outlined, and options for addressing it developed. |
| **7. Learning and teaching methods** | During the course the following techniques are used:   * Lectures * Seminars * Case studies * Group work and group discussions * Project presentation |
| **8. Major topics covered** | 1. Analysis of social and economic issues at regional and local levels  1.1. Objectives of policy analysis. Typical mistakes in policy analysis.  1.2. Policy analysis model.  1.3.Types of policy actions.  2. Stakeholder analysis  2.1. Stages of stakeholder analysis.  2.2. Development strategies for stakeholder involvement.  2.3. Stakeholder analysis at problem identification, program design and implementation stages.  3. Targeting programs  3.1. Objectives of targeting public programs and policies. Basic steps in targeting.  3.2. Targeting methods. Measuring targeting performance.  3.3. Types of subsidies. Methods of benefit calculation.  4. Data analysis  4.1. Data use in policy design and program implementation. Types of data. 4.2. Methods of data assembling and analysis.  4.3. Typical problems in data analysis.  5. Role of public authorities in design and implementation of regional policies and programs  5.1. Rationale for public intervention. Public goods.  5.2. Delineation of responsibilities. Subsidiarity.  5.3. The roles and responsibilities of different levels of government.  6. Choice of modes of implementation of public authorities’ functions.  6.1. Models for carrying out government functions: direct provision, contracting out, and divestiture/privatization.  6.2. Evaluation criteria for selection of mode of implementation.  7. Program monitoring and evaluation  7.1. Program monitoring – what to track, why, how?  7.2. Types of monitoring indicators. Types and levels of monitoring public programs and policies. Logic table for monitoring.  7.3. The concept of program evaluation.  7.4. Program evaluation. Impact evaluation. Development evaluation program.  8. Performance management  9. Cost-benefit analysis  9.1. Basic steps in cost-benefit analysis.  9.2. Material and non-material costs and benefits. Direct and non-direct costs and benefits.  9.3. Measurement of benefits. Assessment of cost-efficiency. Limitations for cost-benefit analysis.  10. Preparing policy recommendations  10.1. Attributes of good and bad policy recommendations. Types of policy recommendations.  10.2.Design and presentation of policy recommendations. |
| **9. Prescribed books and readings** | The key literature and readings of this course are the following:   1. Morse, K., R. Struyk. 2006. Policy Analysis for Effective Development. NY. Lynn Riener Publishers. 448 p. 2. deLeon, P., and T.A. Steelman. 2001. “Making Public Policy Programs Effective and Relevant: The Role of the Policy Sciences,” Journal of Policy Analysis and Management, vol. 20, no.1, pp. 163-71 3. Lynn, L.E. 2001. "The Changing Public Policy Curriculum," Journal of Policy Analysis and Management, vol. 20, no.1, pp. 161-71 4. Musso, J., R. Biller and R. Myrtle. 2000. "Tradecraft: Professional Writing as Problem Solving," Journal of Policy Analysis and Management, vol. 19, no.4, pp. 635-46 5. Romero, F.S. 2001. "The Policy Analysis Course: Toward a Discipline Consensus," Journal of Policy Analysis and Management, vol. 20, no.4, pp. 771-79. 6. Horvath, T.M. (2000) Decentralization: Experiments and Reforms. Budapest: LGI Press. 7. Lynn, L.E. 2001. "The Changing Public Policy Curriculum," Journal of Policy Analysis and Management, vol. 20, no.1, pp. 161-71 8. Taschereau, S. 1998. Evaluating the Impact of Training and Institutional Development Programs: A Collaborative Approach. Washington, DC: World Bank, Education Development Institute. 9. Вершило Т.А. Муниципальное образование как субъект межбюджетных отношений. – М.: ГОУ ВПО «Российская академия правосудия», 2012. – 184 с. 10. Комментарий к Градостроительному кодексу Российской Федерации : Ответы на проблемные вопросы градостроительной деятельности Э.К. Трутнев, Л.Е. Бандорин; Фонд «Институт экономики города». – М.: Издательство «Экзамен», 2008. – 525 с. 11. Ляхова Н.И., Попова Л.В. Финансовые основы саморазвития регионов и муниципальных образований. – М.: ООО «ТНТ», 2011. – 248 с. 12. О’Салливан А. Экономика города. – М.: ИНФРА-М, 2002. – 706 с. 13. Региональное развитие и региональная политика России в переходный период. Под ред. Артоболевского С.С., Глезер О.Б. – М., Изд-во МГТУ им. Н.Э.Баумана, 2011. 14. Система муниципального управления: Учебник для вузов под ред. Зотова В. Б.- 5-е изд., испр. и доп. — Ростов н/д: Феникс, 2010. — 717 с. 15. Трутнев Э., Крымов С. Азбука градостроительного нормирования (краткие ответы на вопросы в отношении местных нормативов градостроительного проектирования). – М.: Фонд «Институт экономики города», 2013. – 112 с. 16. Трутнев Э.К., Бандорин Л.Е. Азбука землепользования и застройки. – М.: Фонд «Институт экономики города», 2010. – 54 с. 17. Циммерман Х. Муниципальные финансы: Учебник / Пер. с нем. – М.: Издательство «Дело и Сервис». – 2003. – 352 с. 18. Якобсон Л.И. Экономика общественного сектора: Основы теории государственных финансов: Учебник для вузов. – М.: Аспект пресс, 1996. – 319 с. |
| **10. Way of examining** | |  |  | | --- | --- | | *Mark’s components* | *Weight in the final mark* | | Activity during class hours, including final group presentation | 0.5 | | Written text | 0.2 | | Written examination | 0.3 | |