

# **Master of Public Administration Programme**

## **Module Title Analysis of Regional Programs and Policies**

### **Module Leader**

**Alexander Puzanov 20, Myasnitskaya Street Email**  
**[apuzanov@hse.ru](mailto:apuzanov@hse.ru) Tel +495 628 29 25**

### **MODULE AIMS**

The aims of the module 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

### **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.

### **SYLLABUS**

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.

- The ultimate objective is critical thinking. Many officials tend to operate at what might be termed "the descriptive level." In other words, in discussing a problem they can describe a situation and outline a proposed policy, but they seldom reach the "analytic level" where the problem and potential solutions are analyzed in terms of incentives that affect behavior. 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.

- Maximize the use of problems and case studies. This point argues for classes that minimize formal lecturing and maximize the time devoted to working on concrete problems, case studies, and role plays in order to sustain student interest.
- Decide at the outset on the main analytic skills and policy principles to be conveyed and build the course around these.

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. The student is then charged with the task of preparing a short recommendation for the direction to adopt—and to defend the recommended action. This strong emphasis on writing skills and preparation of policy recommendations is consistent with what is generally viewed as good practice in policy analysis courses.

### **TEACHING AND LEARNING METHODS**

The main concepts and tools will be introduced through weekly lecture/seminar style classes. The final presentations of case studies will be based on discussions during the course. Students will be strongly encouraged to research and bring forward case studies and materials from their own experience. Exercises in small groups will be used to test and develop understanding.

### **ASSESSMENT INSTRUMENTS**

The module is assessed by 100% coursework. There are TWO assessments as follows;

The learning outcomes are assessed through two assignments, each representing 50% of the total mark. Both assignments involve the production of descriptive information (in the form of an essay) relating to 1) Human resources strategy elaboration, 2) Human resources strategy: implementation.

Each assessment task will be in a specified format and it is ESSENTIAL that students follow the guidance for the task.

### **SUMMARY OF ASSESSMENT**

1. Activity during class hours, including final group presentation (50% of total). Due in week 14.
2. Written test (20% of total). Due in week 12.
3. Written examination (30% of total). Due in week 15.

### **ASSIGNMENT MARKING**

#### **A. Assignment**

Students are asked to complete a project proposal for their module assignment. Students have been given a case study with the background information to develop policy recommendations within the case study context.

#### **B. Reference/ Source Materials**

Students are encouraged to research the real issues and problems for the area in which their projects are located. Students should refer to real documents which must be credible and properly referenced.

#### **C. General Marking**

Basic Ranking (Pass: 4/10; Satisfactory Pass 4-5; Good Pass 6-7; Very Good Pass 8-9; Excellent Pass -10).

#### **D. Available marks for each section**

Less than 4 - lacks understanding, coherent case not made

- 4 - pass, basic understanding
- 5 - fair, but with significant shortcomings
- 6 - good pass, competent, understanding of tools demonstrated
- 7 - good pass, competent, understanding of principles and tools demonstrated
- 8 - very good pass, showing good understanding of principles, some analysis is demonstrated, good presentation
- 9 - very good pass, showing good understanding of principles, comprehensive analysis is demonstrated, excellent presentation
- 10 - excellent pass showing thorough understanding of principles, detailed analysis, excellent presentation, outstanding performance

#### E. Section Breakdown

Activity during class hours, including final group presentation.

Marked from 10, 50% of the total module mark. Assessment is based on presence in during class hours, activity in group discussions and exercises, quality of answers, participation in the final group presentation.

Written test.

Marked from 10, 20% of the total module mark.

Correct answer on 24 - 25 questions	10
Correct answer on 22 - 23 questions	9
Correct answer on 20-21 questions	8
Correct answer on 18 - 19 questions	7
Correct answer on 15 - 17 questions	6
Correct answer on 12 - 14 questions	5
Correct answer on 10 - 11 questions	4
Correct answer on 8 - 9 questions	3
Correct answer on 5 - 7 questions	2

Written examination

Marked from 10, 30% of the total module mark

## MODULE STRUCTURE

№	Topic	Total hours	Contact hours		Self study
			Lectures	Seminars	
<b>Part 1. Critical Thinking about Public Programs</b>					
1.	Analysis of social and economic issues at regional and local levels	22	4	4	12
2.	Stakeholder analysis	20	2	2	12
3.	Targeting programs	20	2	2	12
4.	Data analysis	12	2	2	8
<b>Part 2. Efficient Public Programs</b>					
5.	Role of public authorities in design and implementation of regional policies and programs	22	4	2	12
6.	Choice of modes of implementation of public authorities' functions	22	2	4	12
<b>Part 3. Program Monitoring and Evaluation</b>					
7.	Program monitoring and evaluation	22	2	4	14
8.	Performance management	22	2	4	14
9.	Cost-benefit analysis	22	2	4	14
<b>Part 4. Preparing Policy Recommendations</b>					
10.	Preparing policy recommendations	30	2	4	24
	<b>Total</b>	<b>216</b>	<b>24</b>	<b>32</b>	<b>134</b>

## PROGRAM CONTENT

### 1. Analysis of social and economic issues at regional and local levels

Objectives of policy analysis. Typical mistakes in policy analysis. Policy analysis model. Types of policy actions.

### 2. Stakeholder analysis

Stakeholder analysis - evaluating the interests/influence of different parties. Stages of stakeholder analysis. Development strategies for stakeholder involvement. Stakeholder analysis at problem identification, program design and implementation.

### 3. Targeting programs

Objectives of targeting public programs and policies. Basic steps in targeting. Targeting methods. Measuring targeting performance. Types of subsidies. Methods of benefit calculation.

### 4. Data analysis

Data use in policy design and program implementation. Types of data. Methods of data assembling and analysis. Typical problems in data analysis.

### 5. Role of public authorities in design and implementation of regional policies and programs

Rationale for public intervention. Public goods. Club goods, common-pool goods, congestible goods, merit goods. Delineation of responsibilities. Subsidiarity. The roles and responsibilities of different levels of government. Role of budgetary transfers and tax instruments.

### 6. Choice of modes of implementation of public authorities' functions

Models for carrying out government functions: direct provision, contracting out, and divestiture/privatization. Evaluation criteria for selection of mode of implementation.

## **7. Program monitoring and evaluation**

Program monitoring - what to track, why, how? Types of monitoring indicators. Types and levels of monitoring public programs and policies. Logic table for monitoring. Assembling and presentation of monitoring reports. The concept of program evaluation. Program evaluation - assessing the implementation process and/or outcomes. Impact evaluation. Development evaluation program.

## **8. Performance management**

Performance measurement and performance management. Performance management and strategic planning. Criteria for performance indicators.

## **9. Cost-benefit analysis**

Basic steps in cost-benefit analysis. Material and non-material costs and benefits. Direct and non- direct costs and benefits. Measurement of benefits. Assessment of cost-efficiency. Limitations for cost-benefit analysis.

## **10. Preparing policy recommendations**

Attributes of good and bad policy recommendations. Types of policy recommendations. Design and presentation of policy recommendations.

## **BIBLIOGRAPHY**

1. Morse, K., R. Struyk. 2006. Policy Analysis for Effective Development. NY. Lynn Rienner 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. Charities Aid Foundation International. 1997. Working with the Nonprofit Sector in Russia. London: Basic Books, 1997.
7. Horvath, T.M. (2000) Decentralization: Experiments and Reforms. Budapest: LGI Press. 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.

## **WEB RESOURCES**

1. <http://www.government.ru>
2. <http://www.minfin.ru>
3. [www.minstroyrf.ru](http://www.minstroyrf.ru)
4. [www.gks.ru](http://www.gks.ru)
5. <http://www.economy.gov.ru>
6. <http://www.mojgorod.ru>
7. <http://demoscope.ru>
8. <http://www.vsmsinfo.ru>
9. <http://www.iet.ru>