

**COURSE DATA****Data Subject**

<b>Code</b>	34431
<b>Name</b>	Analysis and evaluation of public policies
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1310 - Degree in Sociology	Faculty of Social Sciences	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1310 - Degree in Sociology	23 - Analysis and evaluation of public policies	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
INGELLIS ., ANNA GIULIA	330 - Sociology and Social Anthropology

**SUMMARY**

The contents of this course are part of the growing interest and importance of public policy and its assessment by all the actors involved in its implementation and the citizens themselves. The context in which the contents are placed and the experiences presented includes all institutional levels from the European Community to the local level. The main objective of the course is to get students to be able to analyze and understand and evaluate policy through the application of research methodologies. To do students both conceptual and theoretical tools, such practices will be offered.

**PREVIOUS KNOWLEDGE**



### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Knowledge of quantitative and cualitative methodology.

## OUTCOMES

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

## LEARNING OUTCOMES

After completing the course students will be able to:

- Define and describe the various theoretical approaches to evaluation applied to public policy.
- Distinguish between the elements of the public and among policy implementation phases.
- Identify and gather all the necessary documents for the implementation of a policy from the European to the local level (laws and framework documents, programs, plans, databases and application calls, etc..) And for analysis.
- Analyze a program in all its parts and prepare evaluation plan for the program.
- Properly use quantitative and qualitative design an evaluation plan methods.



## DESCRIPTION OF CONTENTS

### 1. Public policy

Public policy responses to social problems.  
Analytical definition of public policy and main theoretical contributions.  
Concept, object, building blocks and cycle.

### 2. Constituent elements and processes of public policy

Constituent elements of public policy: actors, resources and institutional rules.  
The implementation process.

### 3. The management of public policies

The public policy cycle: planning and management strategies. Logic Frame Methodology.  
External factors that influence: global phenomena and Policy of the European Community.  
The European Social Fund (ESF) and the Regional Development Fund (FDR) as examples.

### 4. The evaluation of public policy. theoretical aspect

Evaluation: concepts and meanings. Evaluation versus research. The different schools of thought in public policy analysis.

### 5. Models and types of evaluation

The different classification criteria:  
objective evaluation: what  
for evaluation criteria: based on what  
Phased: at what point  
by evaluator subject: by whom  
by type of data collected: how

Models and types of evaluation:  
The evaluation phases and goals  
Ex ante, during and ex post  
Internal and external evaluation, etc participated.  
Impact assessment, efficiency etc.  
Evaluation based on the theory, based on evidence

**6. Research methods applied to the evaluation**

Quantitative and qualitative methods. Field of Application, specificity and application to different types of evaluation.

Design of an assessment plan.

Report of an assessment project.

**7. Case studies of public policies in Spain**

Application from evaluation to cases of policies implemented in Spain at different levels from national to local.

Theoretical and instrumental tool used in previous issues for detailed analysis of the evaluation of social, health, employment, combat poverty, local development, equality policies, education from a sociological perspective applies specifically set

**8. Cases studies of public policies on comparated perspective**

Application from evaluation to cases of policies implemented in the European Community or in some of their countries.

Theoretical and instrumental tool used in previous issues for detailed analysis of the evaluation of social, health, employment, combating poverty local development, equality policies, education from a sociological perspective applies specifically set.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	30,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

MD1. Participatory Master class.

MD2. Oral presentations by the students.



MD4. Case studies

.MD6. Cooperative work.

MD8. Search documentary and statistical data.

MD11. Reading, synthesis, analysis and criticism of texts.

MD12. Research projects.

MD17. Individual and group counseling, monitoring and supervision mentoring.

## EVALUATION

For the evaluation of the subject are set to the following general principles:

- The testing type examination, in its various forms, aimed at finding the most specific knowledge. Represents 50% of the final grade (5 out of 10).
- The group evaluation plan, which must be publicly defended in class. Represents 30% of the final grade (3 out of 10).
- Find all the information necessary to develop a policy and subsequent analysis following the guidelines provided in class by the teacher represents 20% of the final grade (2 points out of 10).

To pass the course will be necessary to adopt separate review and group work ie score at least 2.5 on all 5 points worth consideration and 1.5 on the 3 point value teamwork. To pass the course, the final grade shall in all cases be at least 5.

Likewise, the assistance and participation of the students in both classes classroom and mentoring or complementary activities organized will be assessed.

The grading system shall comply with current legislation.

## REFERENCES

### Basic

- Subirats et al. (2012), Análisis y Gestión de Políticas públicas. Barcelona, Ariel.
- Vedung , E. (1997), Evaluación de Políticas y programas. Madrid, Ministerio de Trabajo y Asuntos Sociales.
- Meny, Y. y Thoenig, J.C. (1992), Las Políticas Públicas. Barcelona, Ariel.
- Ortegón, E. et al. (2005), Metodología del marco lógico para la planificación, el seguimiento y la evaluación de proyectos y programas. Instituto Latinoamericano y del Caribe de la Planificación Económica y social (ILPES).
- Agencia Estatal de Evaluación de Políticas Públicas, (2010), Fundamentos de evaluación de políticas públicas, Madrid, Ministerio de Política territorial y Administración Pública.



### **Additional**

- Gallego R., Gomá R., Subirats J. (2003), Estado de Bienestar y comunidades autónomas, Madrid, Editorial Tecnos.
- Harguindéguy, J.B., (2015), Análisis de Políticas Públicas, Madrid, Editorial Tecnos.

