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**Maastricht University**

Maastricht Graduate School of Governance



# **Public Policy Analysis**

***Online course***



- **INTRODUCTION TO THE COURSE**

### **Public Policy Analysis**

#### **Overview**

There is more and more need nowadays for relevant, evidence-based policy making to achieve significant change in our world. In this course, you will be introduced to the fundamentals of public policy analysis in developed and developing settings. Monitoring and evaluation of policies and projects is endorsed by international organizations, NGOs, and national governments to produce meaningful and science-based recommendations on successes and shortfalls of implemented plans. It is therefore imperative for anyone interested in the realm of public policy to have a grasp of what it means to conduct rigorous evaluations.

The course will be divided into four units. The first unit will serve as an introduction to public policy analysis. In the second unit, students will look more in detail at monitoring processes and tools. Unit three and four will be entirely dedicated to the description of impact evaluations methods and their practical application in real world scenarios.

#### *Key Concepts*

- Public policy analysis fundamentals
- Theoretical basis and practical application of monitoring and evaluation processes.
- Different impact evaluation techniques

#### *Learning Goals*

By the end of the course students should be able to:

- Understand the basis of public policy analysis and evidence-based public policy
- Understand the distinction between monitoring and evaluation
- Understand the different types of data used in policy evaluation and their sources.
- Understand the different types of monitoring and its evolution through time
- Be able to critically assess when monitoring is preferable to impact evaluation
- Understand the different analytical methods used to perform impact evaluation
- Grasp the statistics behind experimental and quasi-experimental techniques.
- Overall, the student should be able to critically reflect on the literature provided and be able to distil this knowledge into their own country context.

- **COURSE OUTLINE**

1. Unit 1: Why evaluate?
2. Unit 2: Monitoring
3. Unit 3: Impact evaluation I
4. Unit 4: Impact evaluation II

- **LEARNING MATERIALS**

- 1. Lectures / Video Recordings**

- Lecture slides are provided online
- There are introductory video recordings for each module.

- 2. Readings**

**REQUIRED**

Mark Bovens, Paul 't Hart, Sanneke Kuipers, *The Politics of Policy Evaluation*, 2009.

Mariana Wongtschowski, Lianne Oonk and Remco Mur, *Monitoring and evaluation for accountability and learning*, KIT Working Paper Series (2016-3)

Gertler et al., *Impact Evaluation in Practice*, World Bank Group (2016)

WFP Food Assistance to Refugees. Standard Project Report 2016.

Prennushi, G., Rubio, G., & Subbarao, K. (2002). *Monitoring and evaluation. A sourcebook for poverty reduction strategies*, 107-30. Chapter 3.

Alkire, S., & Samman, E. (2014). *Mobilising the household data required to progress toward the SDGs*

Tomlinson, M., Solomon, W., Singh, Y., Doherty, T., Chopra, M., Ijumba, P., ... & Jackson, D. (2009). *The use of mobile phones as a data collection tool: a report from a household survey in South Africa. BMC medical informatics and decision making*, 9(1), 51.

Swiss Agency for Development and Cooperation & ETHZ, NADEL Centre. *What are impact evaluations?*

Daniel F. Chambliss, Russell K. Schutt, *Causation and Experimental Design*, in Daniel F. Chambliss, Russell K. Schutt, *Making Sense of the Social World: 6th edition*, SAGE publishing (2018), Chapter 5, pp. 106-113.

Abhijit Banerjee, Sharon Barnhardt, Esther Duflo, *Can Iron-Fortified Salt Control Anemia? Evidence from Two Experiments in Rural Bihar*, *Journal of Development Economics*, December 18, 2017

Rubin, 1974. *Estimating causal effects of treatments in randomised and non-randomised studies*

Angrist, 1990. *Lifetime earnings and the Vietnam era draft lottery: evidence from social security administrative records*

King, G., Nielsen, R., Coberley, C., Pope, J. E., & Wells, A. (2011). Comparative effectiveness of matching methods for causal inference. Unpublished manuscript, 15, 41

WFP, Malawi, School Meals Programme (2016-2018): an evaluation, (2018).

### **FURTHER READING**

Christopher Scott, Measuring Up the Measurement Problem, January 2005.

Output vs. Outcome, from medium.com (accessed via:  
<https://medium.com/@marisamorby/output-vs-outcome-8a82a51c467f>)

Ravallion, M. (2001). The mystery of the vanishing benefits: An introduction to impact evaluation. *the world bank economic review*, 15(1), 115-140.

Ellis, F., & Manda, E. (2012). Seasonal food crises and policy responses: A narrative account of three food security crises in Malawi. *World Development*, 40(7), 1407-1417.

Mock, N., & Garfield, R. (2007). Health tracking for improved humanitarian performance. *Prehospital and disaster medicine*, 22(5), 377-383.

Jaspars, S., & Shoham, J. (2002). *A Critical Review of approaches to assessing and monitoring livelihoods in situations of chronic conflict and political instability*. London: Overseas Development Institute.

Cuesta, J., Htenas, A., & Tiwari, S. (2014). Monitoring global and national food price crises. *Food Policy*, 49, 84-94.

Abhijit Banerjee, Esther Duflo, Nathanael Goldberg, Dean Karlan, Robert Osei, William Parienté, Jeremy Shapiro, Bram Thuysbaert, Christopher Udry. A multifaceted program causes lasting progress for the very poor: Evidence from six countries, *Science*, 15 May 2015

Deaton and Cartwright, Understanding and misunderstanding randomized controlled trials, *Social Science & Medicine*, Volume 210, August 2018, Pages 2-21.

David Card and Alan Kruege, Minimum Wages and Employment: A Case Study of the Fast Food Industry in New Jersey and Pennsylvania, *American Economic Review*, 1994

Adriana Camacho and Emily Conover (2011) "Manipulation of Social Program Eligibility" *AEJ: Economic Policy*

- **REQUIRED ACTIVITIES**

1. Introduction videos
  - You are required to watch the introductory video recording for each module
2. Discussion Forum
  - You are advised to interact with others on the discussion forum to share ideas and knowledge. Online tutors will also be available to help.
3. Assignments
  - There is one assignment per unit. All four assignment contribute to the final grade. Self -assessment quizzes are also part of the exercises.

- **GRADING PROCEDURE**

Four assignments will contribute 25% each towards the final grade. A final oral examination is also part of the grading process to assess acquired knowledge.

- **TIMELINE**

1. Module order and time schedule
  - The course will begin with unit 1 in the first week. Each successive unit will be covered over 1 week. The course should cover a total of four weeks.
2. Deadlines required activities (specific time and day, CET time and verify the online platform is adjusted carefully – consider time added or time exactly set in the upload).
  - Students will be asked to complete an assignment at the end of each module.

- **CONTACT DETAILS**

- Course developers**

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- Support staff**

- Francesco Iacoella. [iacoella@merit.unu.edu](mailto:iacoella@merit.unu.edu)
    - Alex Hunns. [hunns@merit.unu.edu](mailto:hunns@merit.unu.edu)

- ELEUM Coordinator**

- Kirsten Haaland. [Haaland@merit.unu.edu](mailto:Haaland@merit.unu.edu)

- Student Affairs**

- Mieke Drossaert. [drossaert@merit.unu.edu](mailto:drossaert@merit.unu.edu)

- Online Course programme manager**

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