



UNIL | Université de Lausanne
 Institut de hautes études en
 administration publique
 bâtiment IDHEAP
 1015 Lausanne

Master PMP – IDHEAP – SA 2021

Orientation “Transformation et innovation dans le secteur public (TIPS)”

Transformation and innovation in the public sector

Objectifs

Le secteur public doit constamment s’adapter aux évolutions du contexte social et économique. Il doit faire face à des mutations sociétales profondes (vieillesse, migrations) intégrer les nouvelles technologies et répondre aux attentes des citoyen-ne-s. Cette évidence se heurte souvent à des obstacles d’ordre juridique, culturel et politique. Le résultat est que les administrations et les politiques publiques souffrent souvent d’une grande inertie.

Les cours de cette orientation problématisent la question du changement dans le secteur public. Comment peut-on transformer une politique publique ? Comment suscite-t-on l’adhésion des collaborateur-ice-s à une démarche de modernisation ? Peut-on changer les objectifs d’une politique ? Quelles structures sont plus propices à l’innovation ?

Ces questions, et d’autres, sont traitées sous les angles du management et de l’analyse des politiques publiques dans des enseignements qui privilégient des méthodes participatives (jeux de rôle, études de cas).

Langue d’enseignement : Anglais, Français.

Semestre : Automne

Enseignements obligatoires (sous réserve de modifications)

	Cours	ECTS	Prof.	Lieu	Langue du cours
Cours obligatoires (18 crédits)	La transformation des institutions de l’Etat social	3.0	Giuliano Bonoli	UNIL	F
	Behavioral Public Administration and Nudge Theory	3.0	Olivier Neumann	UNIL	E
	Use and misuse of expertise in public policy and administration	3.0	Josef Philipp Trein	UNIL	E
	Managing diversity: from migration to integration policy	3.0	Flavia Fossati	UNIL	E
	Digital government transformation (EN LIGNE)	3.0	Tobias Mettler	UNIL	E
	Analyse des politiques de transition écologique	3.0	Stéphane Nahrath	UNIL	F

TBD : à définir
 Version 26.04.2021

Transforming social welfare institutions - SA 2021

La transformation des institutions de l'Etat social

Teaching Staff: Giuliano Bonoli, Université de Lausanne
E-mail : giuliano.bonoli@unil.ch

Course in English

Year: x 2. Year

Type: x Course

Semester: Autumn

ECTS: 3 ECTS

Subject

The course focuses on the process of adapting social welfare institutions to socio-economic, demographic and political change.

Objective

- Understand the factors that shape the process of welfare state reform in Switzerland and in Europe
- Gain familiarity with models of policy change
- Gain empirical knowledge of the process of reorientation of social policy towards the promotion of employment (activation).
- Apply the models of policy change to real world examples of policy change in Switzerland

Content

The following topics will be presented and discussed:

Challenges to the welfare state. The welfare states that we have inherited from the postwar years are under pressure because of population aging, labour market transformations, globalization, the multicultural society, and other developments. What do these mean for the sustainability of our social welfare institutions?

Model of policy change. When and how do governments decide to change a course of policy? What models are available in the literature? What are the obstacles?

The activation turn. In Europe and beyond countries are reforming their welfare states by giving them a new objective: the promotion of labor market participation. How is this reorientation taking place? What obstacles are the most important ones?

Active labor market policies (ALMPs). ALMPs are the main tool public policies can use to promote the labor market participation of disadvantaged people. Do they work? How? What are the most promising interventions?

Reforms in Switzerland. Examples of reforms that have contributed to the activation turn at the federal level and in some cantons.

Teaching methods include (limited) ex-cathedra teaching, group discussions and role-playing exercises. The main product of the course is a group project called "innovation exercise" that is built gradually as we move through the various sessions.

Evaluation

First Try

x Document à rendre

Second Try

x Travail personnel à rendre hors session

Exam Language

- x Français
- x Allemand
- x Anglais
- x Italien

Behavioural Public Administration and Nudge Theory– SA 2021

Administration publique comportementale et la théorie du Nudge

Professeur responsable : Prof. Oliver Neumann, Université de Lausanne

Adresse E-mail : oliver.neumann@unil.ch

Enseignement en anglais

Année : x 2^{ème} année

Type : x Cours

Semestre : Automne

Valeur ECTS : 3 Crédits

Subject

Behavioral Public Administration and Nudge Theory – Solving Public Problems using Psychology?

Objective

Students in this seminar will learn about the fundamental theories in the field of Behavioral Public Administration / Behavioral Economics, most of which are rooted in behavioral psychology. After learning about certain aspects of rational choice theory, which regards the human as a homo oeconomicus, they will get to know literature that challenges the notion that people are fully rational and carefully think about all options available. Students will also learn about various cognitive biases that were identified in past research and how this affect human decision-making, often leading to irrational decisions. Moreover, students will acquire knowledge on how to address specific cognitive biases through instruments such as Nudging and the MINDSPACE-approach in order to gently alter the previously irrational or harmful behavior for the better. Another important aspect of the course will be the ethical challenges and risks associated with Behavioral Public Administration approaches, which students of this field should always consider very carefully. After taking this course, students should be able to apply state-of-the-art theories and methods related to Behavioral Public Administration in practice, and they should be able to successfully write a Master's thesis in this field.

Content

Over the past few years, an increasing number of governments, for instance in the USA, France and the UK, have created specialized "Nudge" units to gently motivate citizens to make better decisions, both for society and for themselves. This trend is linked to the research field of Behavioral Public Administration. Grimmelikhuijsen, Jilke, Olsen and Tummers (2017) describe Behavioral Public Administration "as the interdisciplinary analysis of public administration from the micro-level perspective of individual behavior and attitudes by drawing on recent advances in our understanding of the underlying psychology and behavior of individuals and groups. This definition has three main components: (1) individuals and groups of citizens [...] are the unit of analysis; (2) it emphasizes the behavior and attitudes of these people; and, most importantly, (3) it does so by integrating insights from psychology and the behavioral sciences into the study of public administration." In this course, a particular focus will be on the role of cognitive biases and irrational behavior in causing public problems, such as environmentally harmful behavior despite good intentions or non-compliance with behavioral recommendations in pandemics (e.g. the coronavirus pandemic). Furthermore, different approaches for public administrations as well as for other public and semi-public organizations to change harmful or irrational behavior in individuals will be explored and discussed. Central to this discussion will be the concept of Nudging. Nudging "is any aspect of the choice architecture that alters people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives. (Thaler and Sunstein 2009, 6)". To give an example for a simple nudge: If in a meeting, apples and large pieces of cake were offered, participants would on average eat 12.7g of apples and 93.9g of cake. When apples were sliced up and smaller pieces of cake were offered, this would predictably change the amounts of apples (20.4g) and cake (61.2g) eaten, just by modifying the choice architecture. Similar nudges could be used to address

other public problems such as obesity, alcohol abuse, debt, and the shift to sustainable mobility. Ethical issues and possible adverse effects of nudging and similar approaches will also be central elements of this course.

Evaluation

Each participant in the seminar will write a seminar paper (10 pages max.) on a select topic or practical application of Behavioral Public Administration and Nudge Theory. The grade of the seminar paper will count 60% towards the overall grade. Each participant will also give a course presentation and a short presentation of her or his seminar paper proposal, which will count 20%. In addition, each student will once serve as a discussant of another participant's presentation, which will count 10%. The remaining 10% will be graded with regard to regular active participation.

First Try

x Document à rendre (Deg)

Re try

x Travail personnel à rendre hors session (R)

Evaluation language

x Français
x Allemand
x Anglais

Digital government transformation – SA 2021 – COURS UNIQUEMENT EN LIGNE ! **Transformation digitale dans le secteur public**

Teaching Staff: Tobias Mettler, Université de Lausanne
E-mail : tobias.mettler@unil.ch

Course in English

Year: x 2. Year

Type: x Course

Semester: Autumn

ECTS : 3 ECTS

Sujet

Digital government transformation.

Objectif

Le séminaire s'articule autour de problématiques concernant le management de l'information et de la numérisation du secteur public. Sur la base des développements théoriques et pratiques les plus récentes dans le domaine du management de l'information, vise à apporter les éléments nécessaires pour comprendre et pour gérer le processus de transformation digitale de l'administration publique. Les objectifs sont les suivants :

- Apporter les derniers développements et donner une vision d'ensemble concernant la digitalisation du secteur public ;
- Examiner les techniques et concepts pour la transformation des organisations publiques et parastatales ;
- Rendre attentif aux possibilités et défis futurs de la digitalisation du secteur public.

Contenu

La transformation digitale n'est pas facile à comprendre. De ce fait, tous les thèmes sont présentés de sorte à donner une vision cohérente et actuelle quant aux développements technico-économiques les plus importants :

- Nouvelles stratégies digitales et « business models » de la digitalisation dans le secteur public ;
- Principes et logique de la transformation digitale ;
- Gestion des processus et évaluation des impacts des services digitaux ;
- Approches différentes pour l'innovation digitale et analyser des tendances technologiques.

Evaluation

Il s'agit d'un travail de portfolio. Chaque jour du cours, il y a une petite tâche à accomplir. Tous les devoirs doivent être remis à la fin du cours. Les étudiants peuvent effectuer les tâches directement après la journée de cours ou à la fin des sessions en ligne.

Modalité d'évaluation

x Document de groupe à rendre

Modalité des épreuves de rattrapage

x Travail personnel à rendre hors session (selon délais transmis par le professeur)

Langues d'épreuve

x Anglais

Analyse des politiques de transition écologique – SA 2021

Ecological transition policies

Enseignant responsable : Stéphane Nahrath, Université de Lausanne
Adresse E-mail : stephane.nahrath@unil.ch

Enseignement en français

Année : x 2^{ème} année

Type : x Cours

Semestre : Automne

Valeur ECTS : 3 Crédits

Thème

Analyse des politiques de transition écologique en Suisse et en Europe.

Objectif

- Introduire les étudiants aux connaissances relatives à l'histoire et au fonctionnement des politiques environnementales contemporaines.
- Approfondir leur maîtrise du cadre d'analyse des politiques publiques – abordé dans le cadre du séminaire de recherche 3 en analyse des politiques publiques (intitulé « penser l'impensable ») durant la première année – au travers de son application à différentes politiques environnementales (au travers notamment de la réalisation de travaux de groupes).
- Sensibiliser des étudiants aux aspects fondamentalement politiques des choix, présentés le plus souvent comme « techniques », au sein des différentes politiques environnementales.
- Introduire les étudiants aux débats en cours sur la notion de « transition écologique ».
- Mettre en lumière les principaux apports – mais également les principales limites – des politiques environnementales contemporaines, sous l'angle des exigences de la durabilité.
- Analyser les conditions de la transition écologique à partir de l'étude de quelques processus en cours.

Pour ce faire le cours est organisé de la manière suivante :

- Etape 1 : Présentation des principaux concepts, clés d'analyse et principes des politiques environnementales en Suisse.
- Etape 2 : Analyse comparée et mise en perspective des politiques environnementales classiques (ex. protection de l'air, de l'eau ou de la nature, etc.), avec les politiques de nouvelle génération (ex. climat, biodiversité, etc.). Mise en lumière des apports et des limites des politiques environnementales actuelles sous l'angle des exigences de la durabilité.
- Etape 3 : Etude critique de la notion de transition écologique.
- Etape 4 : Bilan des réflexions en cours en matière de transition écologique dans les domaines du climat, de l'énergie, de l'économie (circulaire), de la gestion des ressources génétiques, etc.

Contenu

- Analyse des 4 étapes (mise à l'agenda, programmation, mise en œuvre et évaluation) et des 6 produits (définition du problème public, programme politico-administratif, arrangement politico-administratif, plans d'action, outputs, éléments évaluatifs) d'un cycle de politique environnementale.
- Analyse des configurations d'acteurs, de leurs ressources d'action, ainsi que des règles institutionnelles générales et spécifiques structurant les processus de politiques environnementales.
- Connaissance de l'évolution historique des logiques d'action des politiques environnementales.

- Analyse critique des grands principes – causalité (« pollueur-payeur »), prévention et précaution – et les principales règles procédurales – étude d'impact sur l'environnement (EIE) et droit de recours des organisations de protection de l'environnement – caractéristiques des politiques environnementales.
- Connaissance des enjeux de coordination des politiques de protection et d'exploitation de l'environnement.
- Analyse critique des limites des politiques environnementales contemporaines à la lumière du développement durable.
- Introduction à l'approche ressourcielle.
- Mise en discussion critique de la notion de transition écologique à partir de lectures de textes.
- Interventions d'experts dans le domaine du de la transition énergétique, de l'économie circulaire et de la gestion des ressources génétiques.

Evaluation

Oral 20 min avec 20 min de préparation (sans document).

Modalités d'évaluation

x Oral individuel - Temps de préparation : ...**20'**..... Temps de passage*: ...**20'**.....

Modalité des épreuves de rattrapage

x Travail personnel à Rendre hors session (R)

Langue d'épreuve

X Français
x Allemand
x Anglais
x Italien

Use and misuse of expertise in public policy and administration– A 2021

Bons et mauvais usages de l'expertise dans les politiques et l'administration publiques

Enseignant responsable : Josef Philipp Trein

Adresse e-mail : josefphilipp.trein@unil.ch

Enseignement en anglais

Année : x 2^{ème} année

Type : x Cours

Semestre : Automne

Valeur ECTS : 3 Crédits

Thème

Understand the different ways in which politicians and bureaucrats use expertise

Objectif

Politicians and bureaucrats face a variety of complex policy problems that require the usage of expertise. At the same time, decisionmakers face the challenge to explain such policy solutions to those who these policies target and take into account their preferences. The usage of expertise in public policy and public administration is a long-standing research topic and an important part of the daily practice in public policy and public administration. Decisionmakers receive a variety of information about how to best design a policy solution. Research and practice shows that the sources of such information as well as their usage can take very different forms. For example, scholars have demonstrated that decisionmakers use expertise to make better policies but also to achieve their personal political goals, such as re-election. This course of 3 credits aims at understanding how political and administrative actors in Switzerland and abroad use expertise in policymaking. Specifically, the course has the following goals. 1. Introduce students to the theories of expert use (broadly defined) in public policy and administration; 2. Understand the implications of these theories for the practice of public policy and administration; 3. Apply these theories to one specific policy example, for example a policy reform regarding climate change, gender equality, or public health; 4. Gain insights on the usage of expertise from a practical perspective; 5. Learn how write an applied case study based on the implications for practice from different theories.

Contenu

The course consists of seven sessions of four hours. The content of the different sessions is as follows:

- Introduction: Different intentions for the uses of expertise in public policy and public administration; Implications for Switzerland; Choice of case studies.
- Expertise and evidence-based policymaking
- Community input and experience as expertise
- Policies in other countries, regions and cities as a form of expertise
- Political negotiations as a source of learning and expertise
- Heuristics and the use of expertise in decision-making
- Presentation of case studies and conclusion

Evaluation

Students will write a case study, which analyzes a fictive policy design or implementation process. In using the theoretical elements from different sessions, participants will develop lessons for practitioners based on the insights from the theoretical readings and discussions.

Première tentative

X Document à rendre (Deg)

Rattrapage

X Travail personnel à rendre (R) hors session

Langues d'épreuve

- Français
 Allemand
 Anglais

Bibliographie

- Ansell, C. (2011). *Pragmatist Democracy. Evolutionary Learning as Public Philosophy*. Oxford: Oxford University Press.
- Cairney, P., & Oliver, K. (2017). Evidence-based policymaking is not like evidence-based medicine, so how far should you go to bridge the divide between evidence and policy? *Health research policy and systems, 15*(1), 1-11.
- Dumoulin, L., & Saurugger, S. (2010). Les policy transfer studies: analyse critique et perspectives. *Critique internationale, 3*(3), 9-24.
- Dunlop, C. A., Radaelli, C. M., & Trein, P. (2018). "Introduction: The family tree of policy learning." In Dunlop, C. A., Radaelli, C. M., & Trein, P., *Learning in Public Policy* (pp. 1-25). Palgrave Macmillan, Cham.
- Jones, B. D. (2003). Bounded rationality and political science: Lessons from public administration and public policy. *Journal of Public Administration Research and Theory, 13*(4), 395-412.
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- Maggetti, M., & Gilardi, F. (2016). Problems (and solutions) in the measurement of policy diffusion mechanisms. *Journal of Public Policy, 36*(1), 87-107.
- Matschoss, K., & Repo, P. (2018). Governance Experiments in Climate Action: Empirical Findings from the 28 European Union Countries. *Environmental Politics, 27*(4), 598-620.
- Moseley, A., & Thomann, E. (2020). A behavioural model of heuristics and biases in frontline policy implementation. *Policy & Politics*.
- Olejniczak, K., Borkowska-Waszak, S., Domaradzka-Widła, A., & Park, Y. (2020). Policy labs: the next frontier of policy design and evaluation?. *Policy & Politics, 48*(1), 89-110.
- Petts, J., & Brooks, C. (2006). Expert conceptualisations of the role of lay knowledge in environmental decisionmaking: challenges for deliberative democracy. *Environment and planning A, 38*(6), 1045-1059.
- Vagionaki, T., & Trein, P. (2020). Learning in political analysis. *Political Studies Review, 18*(2), 304-319.

Managing diversity: from migration to integration policy – SA 2021**Gérer la diversité : de la politique de l'immigration à celle de l'intégration ?**

Enseignant responsable : Flavia Fossati remplacée par Annatina Aerne EN a 2021

Enseignement en Anglais

Adresse e-mail : flavia.fossati@unil.ch / annatina.aerne@unil.ch

Année : X 2^{ème} année

Type : X Cours

Semestre : X Automne

ECTS : 3 ECTS

Subject

Introduction to the challenges of the successful socio-economic integration of immigrants in Western host societies.

Objective

This master course introduces students to the challenges that immigrants, receiving societies and the state face in times of increasing migration movements. Integration of immigrant citizens into a destination society has become the central issue. We explore several areas that deal with integration and discuss some of the pressing questions in contemporary migration research: What variables explain immigrants' integration difficulties in destination country labour markets? Are natives supportive of integrating immigrants in Western welfare states? Do natives discriminate? Does integration work?

Content

In this course, we first explore the general context in which international migration takes place. To this aim we discuss the most important theories that explain what triggers migration movements and why these continue over time. Moreover, we spotlight Switzerland and ask how immigration has changed over time. Then, we explore different policy areas that influence the reception and integration of immigrants in a host society. Our central question will be: how can immigrants be successfully integrated into a host society and what factors hinder their incorporation? To answer this question, we first look at citizenship acquisition and analyse whether obtaining citizenship should rather be the reward for a successful integration, or whether it should be used as an instrument to incentivize increased integration effort. Second, knowing that labour market integration is pivotal for a successful social and economic participation in a host society, we analyse the challenges immigrants face when looking for a job in a new country and how these difficulties can be mitigated. Third, we analyse whether and to what extent immigrants are disadvantaged by the host country's welfare state and whether natives believe that immigrants are deserving of welfare support. Eventually, against the backdrop of the recent refugee crisis, we conclude the course by addressing issues related to specific difficulties that refugees face when settling in Western societies and policies to reduce their disadvantage.

Evaluation

The **course** is held in **English**.

To be granted the 3 ETCs points allocated to this course, the students are expected to 1) **actively participate** in the 7 lessons and **read the mandatory texts**. 2) They will have to hold a **group presentation** on a mandatory text (counts **30%** towards the end grade), and 3) they will have to **individually write a short essay** on **one** of the **three** topics that will be proposed in **lesson 6** (counts **70%** towards the end grade). The essay should be max. **1'500 words** (+/- 10%) the appendix and the literature list are **not** included in the word count.

The assignment can be written in English, French, Italian, or German, the presentation will be held in English.

First Try

X Document à rendre (Deg)

Re Try

X Document à rendre (Deg R) hors session

Evaluation Language

(les travaux peuvent être écrit dans une langue nationale ou en anglais)

X Français
 X Anglais
 X Allemand
 X Italien

Bibliography

- Alba, R., and Nee, V. (1997) Rethinking Assimilation Theory for a New Era of Immigration. *International Migration Review* 31 (4): 826–874.
- Alesina, A, Glaeser, E. L., and Sacerdote, B. (2001) Why Doesn't the United States Have a European-Style Welfare State? *Brookings Papers on Economic Activity* 2: 187–277.
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- Hainmueller, J., Hangartner, D., Pietrantuono, G. (2015) Catalyst or Crown: Does Naturalization Promote the Long-Term Social Integration of Immigrants?
- Hooijer, G. & Picot, G. (2015) European Welfare States and Migrant Poverty: The Institutional Determinants of Disadvantage. *Comparative Political Studies*: 1-26.
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- Zschirnt, E., and Ruedin, D. (2015) Ethnic discrimination in hiring decisions: a meta-analysis of correspondence tests 1990–2015. *Journal of Ethnic and Migration Studies* 42 (7): 1115–1134.