



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

Master PMP – IDHEAP – SA 2024 (sous réserve de modifications) V 18.04.2024 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)	Transforming social welfare institutions	3.0	Giuliano Bonoli	UNIL	E
	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

Faculté de droit, des sciences criminelles et d'administration publique
[Institut de hautes études en administration publique](#)

Transforming social welfare institutions - SA 2024

La transformation des institutions de l'Etat social – SA 2024

Teaching Staff: Giuliano Bonoli

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 social investment approach
- Synthesize scientific knowledge on a specific policy driven research question

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 social investment approach. In Europe and beyond countries are reforming their welfare states by giving them a new objective: the investment in the human capital of disadvantaged groups. How is this reorientation taking place? What obstacles are the most important ones?

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 "Research note" 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 2024

Administration publique comportementale et la théorie du Nudge

Professeur responsable : Prof. Oliver Neumann

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

Course in English

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 these 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 to debias previously irrational or harmful decision-making results 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 decade, 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. 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, organ donation, 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. Oliver Neumann and his PhD students will moreover present some of their own studies in Behavioral Public Administration.

Bibliography

See syllabus

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 of an academic study in Behavioral Public Administration and will create and present a poster on her or his seminar paper proposal idea during a poster session, which in sum will count 20%. In addition, each student will once serve as a discussant of another participant's course 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 2024 – COURS UNIQUEMENT EN LIGNE !

Transformation digitale dans le secteur public

Teaching Staff: Tobias Mettler

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 cours s'articule autour de problématiques concernant le management de la transformation digitale du secteur public. Sur la base des développements théoriques et pratiques 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 (ex. les plateformes digitales) ;

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 2024

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.
- 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 (e.g. transition énergétique, économie circulaire, politique climatique, stratégie biodiversité, etc.).

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 (variable selon les années) du climat, de l'énergie, de l'économie (circulaire), de la biodiversité et 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 climat, de la transition énergétique, de l'économie circulaire et de la biodiversité 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 avec défense orale (R)

Langue d'épreuve

x Français
 x Allemand
 x Anglais
 x Italien

Use and misuse of expertise in public policy and administration– A 2024

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

Course in English

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 consider 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 show 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. Reflect on a case study based on the theories.

Contenu

The course consists of seven sessions of four hours. The content of the different sessions is as follows. The sessions will combine lectures, exercises and interventions by practitioners:

- Introduction: Presentation of the concept of the course;
- Evidence-based policymaking and policy labs
- Experts in the policy process
- Lay expertise and collaborative learning
- Policy learning (modes and forms)
- The politics of expertise in the policy process
- Conclusions, evaluations, and

Evaluation

Students will prepare a presentation and pass an open book exam (examen avec documentation)

Première tentative

X Open book exam (examen avec documentation) 2 H.

Rattrapage

X Open book exam (examen avec documentation) 2 H.

Langues d'épreuve

X Français
X Allemand
X Anglais

Bibliographie

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- 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), 9-24.
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- Vagionaki, T., & Trein, P. (2020). Learning in political analysis. *Political Studies Review*, 18(2), 304-319.

Managing diversity: from immigration to integration policy - SA 2024

Gérer la diversité : de la politique de l'immigration à celle de l'intégration ?

Enseignant responsable : Flavia Fossati

Course in English

Adresse e-mail : flavia.fossati@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, face when trying to integrate in Western destination countries and what kinds of challenges and opportunities multicultural societies create for public administration.

In fact, 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 against immigrants and if yes why is this the case? How 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 and how the focus shifted from immigration to integration policies. 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, we look at political participation and political rights of immigrants. Third, and 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. Fourth, 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 crises, we conclude the course by addressing issues related to specific difficulties that refugees and asylum applicants face when settling in Western societies and policies to reduce their disadvantage.

Evaluation

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 **25%** towards the end grade), and 3) there will be an **in-class exam** (multiple choice and open questions/essay) (counts **75%** towards the end grade).

First Try

X Document à rendre (Deg) + E ou O (à définir)

Un travail de présentation en classe pendant le semestre et un examen écrit (ou oral) individuel durant la session d'examen

Re Try

X Document à rendre (Deg R) hors session + E ou O (à définir)

Un travail de présentation en classe pendant le semestre et un examen écrit (ou oral) individuel durant la session d'examen

Evaluation Language

X Anglais

Bibliography

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