

AN OVERVIEW OF PUBLIC POLICY ANALYSIS MASTERS PROGRAMS *

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Abstract. *The paper presents research on the content of postgraduate programs in the field of public policy at leading European universities. Based on previous research, more than 80 courses are classified in four areas: economic analysis, research methods, public administration, and public policy, in order to obtain a typical master program in public policy analysis. The programs mostly emphasize research methods and public policy theory and application with somewhat lower presence of economic analysis and public management. The results of the research can be used for the purpose of formulating new postgraduate programs at universities in Serbia.*

Key words: *public policy, curriculum, research methods*

1. INTRODUCTION

In properly run governments, making and adopting public policy decisions should be evidence-based. The accurate problem definition, properly described desired changes and objectives, structured data collection and consultation process and consideration of feasible options and comparison of their effects are common steps that precede the adoption of political decisions on the direction of public policy and implementation of the specific public policy measures. In addition to avoiding (wrong) policy decisions, this orderly process enables relevant stakeholders to understand the logic of state intervention and to monitor the outcome of public policy measures.

Building analytical capacity in public administration is a time-consuming process. Regardless of whether public policy analysis is outsourced or conducted within the public

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administration, public policy analysis requires necessary skills and resources, both within the public service sector and in the research (academic) community and civil society. Hence, how existing and future civil servants and researchers should be educated to be able to implement these steps is a question relevant from several perspectives. In Serbia, this area has been insufficiently addressed so far, both in research and in education.¹ On the contrary, in the developed countries, masters programs in public policy dominate postgraduate education both for civil servants and the non-governmental organisation (NGO) sector. Students who graduate from such programs usually occupy important decision-making offices.

For countries like Serbia, the introduction of a systematic approach to public policy is of particular importance. It would prevent unnecessary state intervention, allow for a better allocation of scarce resources and faster economic growth. Such an approach implies that several prerequisites have been met.² The first one relates to the legal and political context (the demand side). In this respect, Serbia has taken the first step by passing the Act on the Planning System, for the first time stipulating the public policy decision-making process.³ The second prerequisite is that there are human resources that can apply such framework (the supply side). Indeed, in the first period, the public administration cannot be expected to carry out sophisticated public policy analyses. In addition, in developed countries or even at the European Union level, academic institutions or private sector are most frequently engaged in public policy assessment of complex areas. What is possible and desirable is to insist on applying standard concepts and following basic steps when formulating public policy. Too complex rules and rigorous requirements for conducting analysis can make the new legal framework a dead letter. The third prerequisite is that there are educational programs in the field of public policy analysis. These programs would facilitate the meeting of the supply and the demand side. However, unlike a number of other disciplines in the social sciences where there is an established list of key courses studied in such programmes, this is not the case when it comes to public policy analysis.

This research aims to provide an overview regarding the general characteristics of public policy related degree programs in the leading European universities, and to identify key program components. The development of specialized academic programs in public policy analysis (unlike more general public administration programs) is a relatively recent phenomenon in Europe. The research provides a comparative perspective and has a practical importance for the development of similar programs in Serbia.⁴ In turn, this will increase, enable and stimulate mobility of Serbian students.

¹ Recent studies on the implementation of scientific results in the field of social sciences in the process of public policy making (Žarković-Rakić, 2016), as well as on the system of research in the social sciences (Ejduš, 2018), point to a significant gap between research and policy-making processes. There is a similar gap in the area of educational programs in the field of public policy making.

² Obviously, a plentitude of factors play a role in the civil service development in countries such as Serbia (e.g. Verheijen, Rabrenović (2015) identify three factors: 1) likelihood of EU membership, 2) vision on the role of the state, and 3) model of political governance).

³ Act on the Planning System of the Republic of Serbia, *Official Gazette of RS*, No 30/18.

⁴ Currently, at the Faculty of Political Science, University of Belgrade, there is a Master degree program in Public Administration, Local Self-Government and Public Policy, where Public Policy Analysis is studied as an optional subject, while the Faculty of Organizational Sciences provides a Master degree program in Administration, which includes Management Research Methods. Both programs contain a range of subjects related to public policy analysis (e.g. sector policies in the former, and research seminar and quantitative methods in public administration in the latter). In addition, at the Faculty of Economics and the Faculty of Law at the University of Belgrade, a number of disciplines are studied that contain elements of public policy analysis. Although all these programs and courses contribute to the development of students' analytical capacities, a program dedicated to public policy analysis is lacking.

The paper is structured as follows. Section 2 provides a brief overview of the related literature. Section 3 discusses the methodological approach and reviews the sample of public policy programs. Section 4 describes the curriculum content and assesses the subject matter emphasis (i.e. the relative weight of the four areas that were used to classify more than 80 courses). To assess relative importance, we measure the proportion of courses within each category. Finally, we provide conclusion and recommendations on how to develop public policy advanced degree programs in Serbia.

2. RELATED LITERATURE

Public policy analysis is a relatively young discipline. Probably the main characteristic of the discipline is its multidisciplinary approach as it draws on multiple fields and professions (Dunn, 2004: 3). It was first studied as a separate area during the late 1960 and early 1970s, when the first postgraduate programs were introduced in the leading universities in the US (Allison, 2006: 64; Ellwood, Smolensky, 2001: 12565).⁵ In Europe, these programs began to develop in the late 1980s as a result of the expansion of the new public management paradigm (Geva-May, *et al.* 2008: 194). However, unlike several other disciplines in the social sciences where there is an established list of key areas studied in such programs, this is not the case when it comes to public policy analysis. Similarities and differences in the formation of these programs are still due to several factors. In general, compared to programs in the United States, European programs include more theoretical courses dealing with public policy or public administration.

The literature considering university programs in the field of public administration and public policy is relatively extensive. The former literature paid attention to both comparative approaches and the experiences of individual countries. We should note that there is an obvious difference between more general public administration or public management programs and rather specialised and analytical public policy programs. Most of the previous research did not pay attention to this distinction and assessed both program types together. Public policy master programs are mainly focused on the analytic methods taught in core courses.

In the comparative literature, in his empirical research on public administration programs, Hajnal (2003) classifies 23 European countries into three groups (clusters), according to the approach to the content and emphasis on a certain field of study. Hajnal (2003: 248) distinguishes eight dimensions of the program: law, economics, management, political science, other social sciences, research methods (quantitative and qualitative, and skills), public administration and management, and public administration in specific areas. The first group comprises those countries in which programs emphasize management concepts (the corporate cluster), including Great Britain and the countries of northern Europe. The second group comprises those countries where the emphasis is on political science and public policy (the public policies cluster), including a number of Western European countries. Finally, the third group comprises the countries where the emphasis is on the legal aspects related to public administration (the legal cluster), including Germany and the countries of Central and Eastern Europe. In the continuation of the research, on a somewhat smaller sample, Hajnal (2014) reports that the number of countries with the predominant legal approach is decreasing, and

⁵ As stated by Ellwood and Smolansky (2001: 12565), the basic analytic public policy core set of courses has remained quite similar, focusing on “a combination of three year-long sequences of analytic skill offerings—in economics, quantitative methods, and political and organizational analysis—one or more workshops in which students undertake policy analyses for real, as against hypothetical, clients, and a required summer internship.”

that the educational programs of certain countries are increasingly directed towards the corporate or the public policy approach.

In a recent analysis of the Master in Public Administration (MPA) and Master in Public Policy (MPP) programs in Central and Eastern European (CEE) countries (the Czech Republic, Estonia, Hungary, Slovakia and Slovenia), Staroňová and Gajduschek (2016) consider the program features in terms of the disciplinary and methodological character of these programs, and whether there is a convergence among these programs with well-established mainstream programs in the world. They also assess whether there is a clearly established identity of these programs. Data on programs were collected from the relevant accreditation institutions. The overall sample is dominated by programs developed in the Czech Republic and Slovakia, while the number of programs in other Central and Eastern European countries is rather small. Significant changes have taken place in all countries. Namely, given the specific heritage and legal tradition of the CEE countries, the programs related to public administration were mostly placed under the auspices of law faculties, and linked to the field of administrative law. Independent programs of studying public administration were formed only two decades ago, mainly at the faculties of social sciences. Staroňová and Gajduschek (2016) divide curriculum subjects into nine fields (law, political science, sociology, economics/finance, management, methodology, analysis, public policy areas, etc.). As in previous comparative analyses, there are significant differences in the structure and importance attached to certain areas within the countries of Central and Eastern Europe. Based on the results, it seems that there is significantly less emphasis on practical application and research methods, and that the traditional approach based on legal cases is still dominant. In some countries, there is a noticeable tension between "supply" and "demand". On the one hand, more modern programs have significantly less legal content while, on the demand side, there is still an insistence on knowledge of the law. Also, internships in institutions are more an exception than a rule.

Marčetić, *et al.* (2013) analyze educational programs in the countries of Southeast Europe. They underscore the multidisciplinary content of the program and the importance of the EU accession process in modifying and developing the programs. In the related research, Koprić and Marčetić (2009) identified as many as 70 programs at the level of undergraduate and master studies in countries of the former Yugoslavia. During the observed period, most study programs took place at the faculties of law and economics. The courses were mostly connected to public administration and European studies programs.

In addition to comparative research, a series of articles discuss individual countries' experience in establishing and developing public policy programs. Morçöl and Ivanova (2010) analyzed the course content of 44 postgraduate programs in Public Policy at universities and colleges in the United States. The obtained results were compared with an earlier research of the attitudes of persons dealing with public policies as a profession on the desirable approach and methods of study. The paper classifies the methods into qualitative and quantitative. The classification was based on the empirical research methods, decision-making methods, and public policy planning. The results clearly indicate the dominance of quantitative methods. The question arises as to whether such an outcome is desirable given the complexity of the public policy issue. Despite the low participation of qualitative methods (7% at the master degree level and 15% at the doctoral level), it seems that their importance within the curriculum is growing.

Clark and Pal (2011) review the MPA and MPP programs offered by the leading Canadian universities.⁶ Data on the characteristics of these programs were collected on a

⁶ Most academic institutions in the sample were either schools of public administration or schools of public policy. The Canadian Association of Programs in Public Administration (CAPPA) has existed in Canada for several

sample of 22 universities and 33 programs. Only a small number of newly established programs focuses on public policy analysis. However, they identify several trends. First, most programs focus on a specific area, although there is a trend towards awarding "hybrid" degrees (e.g. public administration and international relations). The programs generally focus on internships, including the core courses in public administration, macroeconomics, public administration theory, research methods, public policy, and quantitative methods.⁷

Yildiz, *et al.* (2011) review academic educational programs in the field of public policy in Turkey. Unlike previous papers, they look at undergraduate academic programmes. Turkey is an interesting case because it combines the US and European approach. On the one hand, the emphasis is on quantitative research competencies and practical application, and most courses are in English. On the other hand, it has been noticed that this creates a problem due to the impossibility of adequate transfer of knowledge regarding the specificities of the Turkish political system and the organization of the state administration. Another drawback is the lack of textbooks and case studies in Turkish linked to domestic examples.

Situation is somewhat different in the CEE countries. According to Veselý and Zelinková (2015), the classical "positivist" perspective is clearly a dominant type of program in the Czech Republic. However, textbooks in Czech language are available and largely modified for the Czech context. Hajnal (2015) discusses recent Hungarian experiences. Unlike other countries, the Hungarian Government monopolized programs concerning state administration education. Namely, in 2012, the legal possibility of issuing masters degrees in public administration was limited to the newly formed state institution National University of Public Services, created by merging several academic and other educational institutions.

3. METHODOLOGY, SAMPLING AND CLASSIFICATION OF CORE COURSES

In the first step of the research presented in this paper, based on a keyword search, about 40 programs were found that mention "master", "public policy" and "analysis". An additional search was conducted on the website of one of the leading ranking portals, QS World University Ranking,⁸ and the European Association for Accreditation of Public Administration Programs.⁹ The selection was limited to programs at European universities, while results regarding numerous programs in the United States and other parts of the world were excluded. Compared to previous research, the focus is on programs primarily dealing with public policies, rather than public administration. Certainly, due to convenience sampling, there are limits to our data and the results must be interpreted with caution.

The program is defined as a postgraduate program lasting at least one year where the primary focus is public policy.¹⁰ Different qualifications of the master program are included in the sample. Namely, upon completion of the studies, various master degrees are awarded

decades. On the basis of data collected through a portal, the authors compared the detailed content of subjects and programs with the competencies that should be acquired upon completion of studies.

⁷ In addition to the aforesaid data on university programs, Clark and Pal (2011) also present data on certificates and diplomas, as well as on various modules offered by the universities. It should be noted that education in Canada is regulated at the level of federal units, so there are substantial differences between offered programs. There is also a high degree of university autonomy that further contributes to observed differences in curricula reviewed by researchers.

⁸ The search was performed via <https://www.topuniversities.com/universities/level/postgrad/subject/public-policy>, accessed 12 February 2020.

⁹ The list of program is available at: <https://www.eapaa.eu/accredited-programmes>, accessed 12 February 2020.

¹⁰ For a similar definition, see: Verheijen and Connaughton (1999: 415).

(e.g. Master of Science (MSc) or Master of Art (MA)). The sample also includes the MPA programs in which the emphasis is on policy analysis.

In the second step, triage was performed, after which the number was reduced to 20 different master programs. For each of the programs, the available information on the relevant websites was analyzed in order to obtain key data on the accredited program, curriculum structure and program content. Excluded at this stage are programs focusing on other areas and containing a limited number (one or two) of courses related to public policy and public administration.

Based on a detailed analysis of 20 different master programs in the field of public policy and public administration offered at the leading universities of the EU member states, over 80 different course names have been identified. The different names in the curricula often refer to the study of the same subject matter, and conversely, the same course names often reveal significant differences between the topics covered and the competencies that students acquire. Of course, these are not the only differences. Depending on the management or analytical orientation of the program, the status of compulsory courses significantly differs in terms of their number and the area of study.

Compulsory courses, on the one hand, provide an introduction to key theoretical concepts; on the other hand, they use case studies and focus on the application of theoretical knowledge and methods in practice. In order to determine the least common denominator of compulsory subjects, when analysing these courses on the basis of the curriculum, they were classified into four areas: (1) public policy making and analysis; (2) research methods; (3) economic analysis; and (4) public administration management.

The first area, public policy making and theory, introduces students to the discipline and provides context. The courses in this area provide an overview of the decision making process, the stakeholders and their roles in the process, implementation of public policies, the impact of the institutional environment, etc. In this way, students gain general insight and knowledge about the preparation, creation and choice of public policies. Comparative analysis is also an essential component of a large number of subject-specific courses in this area. Approaches vary from university to university. A convenient illustration of this motley is the "word cloud" of key terms used in the course names (shown in Figure 1), where the size of the term depends on the frequency of its use in the course names in this area.



Fig. 1 Word Cloud of Public Policy Making Courses

Source: Created by author

The practical orientation of analytical programs results in the inclusion of subjects that develop specific analytical skills. Thus, programs frequently offer specific courses dedicated to writing public policy and analytical documents, presentation or negotiation skills.

The second area (research methods) uses the methods and frameworks of other disciplines (e.g. statistics, economics, etc.), which are useful in public policy analysis. Within this part of the mandatory program, the students learn about research methods and devising research. Typically, this part of the program is comprehensive and introduces students to both quantitative empirical approaches to public policy analysis and qualitative methods. The emphasis on a quantitative or qualitative approach often depends on students' prior education. Regardless of the content, the subject-specific courses usually insist on a learning outcome which implies that students will be able to critically look at solutions to the issue and to choose the adequate method of analysis for the specific case.

The third area (economic analysis) comprises courses in the field of economics, which often occupy a dominant position in certain analytically oriented programmes. They introduce students with various microeconomic phenomena, including the operation of individual product and factor markets and government policies in respect of the 'failure' of these markets. In addition to the intervention logic, they also provide a basis for studying a range of subjects focused on the application of specific economic analysis techniques (cost-benefit analysis, cost-effectiveness analysis, etc.). The presence of courses from the second and third area is dominant in programs where the majority of enrolled students have no previous work experience, where there is interest of the non-governmental sector, or where there is a specific need of the state administration for improving analytical capacities.

Finally, the fourth group covers the area of public administration management. The presence and coverage of subject-specific courses from this area is greater if the program is closer to an MPA, or if the structure of students is such that they are mostly employed in state or local government. However, the presence of subjects from this area is also necessary in analytically oriented programs. Firstly, they provide a better understanding of the context in which public policies are implemented, the ways in which public administration is organized and managed. Secondly, analysis for the sake of analysis will not bring improvement if one does not understand how public policies are implemented. The lack of these courses in similar programs offered by the US universities has been the subject matter of criticism. In other words, this group of subjects deals with approaches to defining problems, determining options, and other key steps in the process of public policy-making. Otherwise, in practice, the outcome of public policies could be described by an economic buzzword "that the path to hell is paved with good intentions", which implies that sophisticated economic analysis will be carried out for solutions that do not make much sense under the given circumstances and may be counterproductive.

Hence, programs emphasizing the fourth core topic (public administration management) are most often designed for early to mid-career professionals seeking to enhance their skill set and set themselves on a course for rapid career progression in their field. On the other hand, programs emphasizing the second and the third topic (research methods, and economic analysis) mostly attract recent graduates, as well as government officials, political advisers, NGO employees, and those navigating the interface between the private and public sectors.

4. RESULTS

As already noted, the programs differ significantly. However, based on the analysis, we may say that a "typical" MPP program contains four compulsory subjects, of which 1.5 subjects cover the field of introduction to public policy, 1.3 subjects cover research methods, 0.7 subjects cover economic analysis and 0.5 subject cover public administration (shown in Figure 2). The stated weighting factors indicate the possible distribution of the number of program classes and the ECTS credits in the field of public policy analysis.

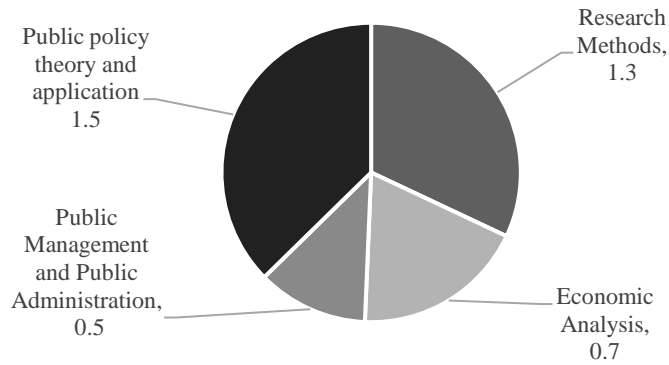


Fig. 2 A "typical" MPP program
 Source: Calculations by author

In addition to these four fields, the programs contain a wide variety of optional courses related to specific areas of public policy: health, education, environment, or security. The lists of the available optional courses are often adjusted annually and usually depend on the availability of lecturers.

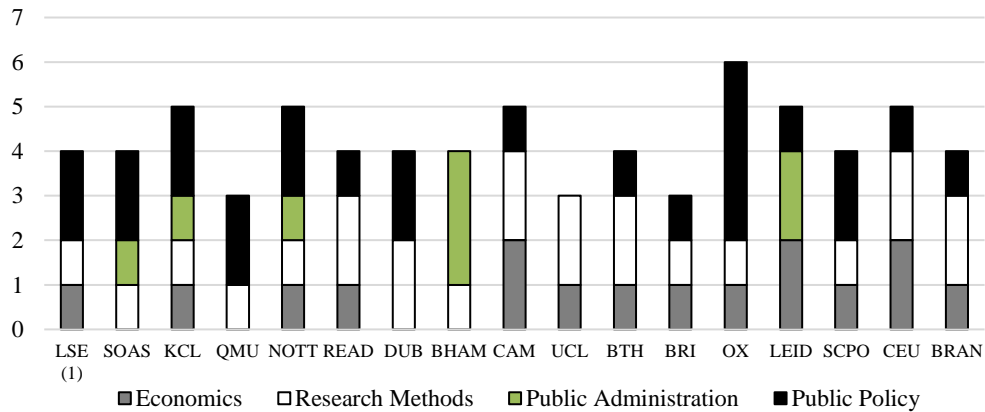


Fig. 3 Structure of programs from selected leading universities in the European Union, according to the above four areas
 Source: Calculations by author

The organization of MPP programs significantly differs. However, as a rule in addition to the compulsory courses from the three core fields, listed above, students may choose one, two or even more optional courses from a range of courses offered by the University or exclusively by the School of Public Policy, Department of Economics or similar department. Students are generally allowed to tailor the MPP to their own interests and career goals. These optional courses generally require prior knowledge in the relevant field or sometimes the permission of the course lecturer. However, there are programmes that are quite rigid in terms of proportion of mandatory to elective courses. In some cases (when MPP is offered as a specialization within a comprehensive master program – e.g. international development), degrees of freedom are substantially reduced as students have to attend compulsory courses related to the specialization

An important determinant of educational programs in the field of public policy is the use of different approaches and methods of teaching and knowledge transfer. As a rule, the emphasis is on the practical approach; thus, the significant part of teaching is conducted through case studies and problem-solving. MPP programs are rather flexible; topics are often decided annually, depending on the availability of academic staff and practitioners.

Courses use various teaching formats: lectures, seminars, group tutorials, dissertation workshops, etc. MPP programs aim to attract additional lecturers and speakers either from the cutting edge of a particular research topic or those who are working directly on a topic area. Courses are taught in a range of formats depending on the teaching objectives and the subject. Some courses will follow a traditional lecture format (a large group being taught together) and a seminar format (smaller study groups exploring the concepts in a more informal style). Other courses will operate in a ‘hybrid’ format (sometimes called a ‘Harvard’ format), with the whole class in one space, while the teaching method is adapted to facilitate discussion, debate and expression of students’ views and experiences. There is a variety of teaching methods and activities, such as: class exercises, team presentations, individual or group work, or case study discussions. Two teaching methods are frequently present. First, the case study discussion is especially important, and a number of courses use a comparative set of cases from which students can understand how each issue evolves and learn about the types of approaches that were used to achieve improvements in a given policy area. Case studies cover a range of areas to familiarize students with various areas, and provide a broad choice of areas for more in-depth analysis. Second, students are often required to write an assessed independent research paper, either based on topics of their choice or provided by the lecturer. This research paper is submitted in most cases at the end of the course and often takes the form of a policy brief. The purpose of a policy brief is to make recommendations for specific action, and to provide a rationale for choosing a particular policy alternative or course of action over others in a current policy debate. Significant primary research, quantitative and/or qualitative analysis, and/or evidence synthesis will form the foundation for most independent papers, which are discussed with the supervising advisor.

The depth of the courses and technical requirements vary. However, almost all courses aim to equip students with basic analytical and critical skills relevant for understanding the challenges of public policy and its implementation. Most Master of Public Policy degrees end with a dissertation, requiring student to do an independent research. Several schools offer more flexible programs but research methods and/or a dissertation are the requirements for obtaining a master’s degree. Assessment significantly differs as well. Most often, the assessment method is a combination of written examinations and coursework. Some programs

offer students an internship (during the program), and in some cases, it is counted as one of the course modules.

Learning outcomes and competences only slightly differ. Commonly, the learning outcomes include the following wording:

- critical and in-depth understanding of the forces and interests that shape public policy and how these vary across different policy and political settings;
- comprehensive knowledge of dominant and cutting-edge theories of what public policy is for, how public policies are made, and how they shape social, political and economic life;
- ability to critically and independently analyze policy issues;
- capability to develop comprehensive perspective on governance issues;
- capacity to evaluate public policies and policy instruments using adequate qualitative and quantitative methods;
- capacity to design and participate in the delivery of public policies in various sectors and institutional settings;
- ability to undertake further studies in a self-directed and autonomous manner using reliable sources of information.

5. CONCLUSION

There are numerous challenges to formulating public policy education programs. Their formation and sustainability will be an even more difficult undertaking. In other words, it is necessary to find the right balance (in the format and scope of the program) that will improve this field in the long term and create a sufficient number of highly skilled "analysts". Swinging the balance solely toward methods and economic analysis would create a technically savvy caste of analysts who do not understand the logic of the intervention and who would conduct analysis for analysis sake rather than for problem solving. It is not enough to just analyze, but also to design public policy measures. Swinging the balance toward the process and management would create experts who are not really analysts. Therefore, partially restricting the freedom of choice and insisting on the four areas as the "hard" core of such programs is fairly desirable. Finally, it is obvious that the competencies of future analysts and policy makers today require special skills: communication, critical thinking, data management skills for processing a large amount of data. A program that does not incorporate these skills will not create employable staff.

An additional challenge will be the development of appropriate literature with local examples. The choice of textbooks in the field of public policy is not so rich as, for example, in economics. Also, their universality is limited by the specific features of national normative frameworks, culture, and prior knowledge that average students or civil servants acquired in previous educational cycles. Both processes will take three to five years at best.

Great efforts are being made at our three largest universities through Erasmus Plus project *Interdisciplinary short cycle programs in Policy Making and Analysis* (PPMA). As of 2018, a highly interdisciplinary team of professors from the University of Novi Sad, the University of Belgrade and the University of Niš has been developing 20 courses that will be combined into short programmes tailored to different students' needs, but within the experience and practice of leading universities in Europe. Partners in this three-year capacity building project are King's College London, University Paris-Est Creteil, University of

Leiden, and La 27e Région, a French non-governmental organization dealing with innovations in the field of public policy. In Serbia, in addition to the three universities, this project involves the Public Policy Secretariat of the Republic of Serbia and two non-governmental organizations: SeConS Development Initiative Group and FREN (the Foundation for the Advancement of Economics). These programs cover: the policy-making process; topics from the field of political institutions, in order to understand the political context for dealing with public policies; public sector economics and economic concepts needed for economic impact analysis and public policy evaluation; public sector management subjects; practical skills for impact assessment and public policy evaluation; managing international development projects; various areas of public policy such as education, public health, social policy, agricultural policy and security policy; and topics relevant to public policies at the local government level.

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POSLEDIPLOMSKO OBRAZOVANJE U OBLASTI ANALIZE JAVNIH POLITIKA

Rad prikazuje istraživanje sadržaja poslediplomskih programa u oblasti javnih politika na vodećim evropskim univerzitetima. Na osnovu prethodnih istraživanja, izvršena je klasifikacija oblasti za više od 80 predmeta različitog naziva u četiri oblasti: ekonomska analiza, istraživački metodi, državna uprava i javne politike. Programi mahom naglašavaju istraživačke metode i teoriju i primenu javnih politika, sa nešto manjim prisustvom ekonomske analize i predmeta koji se tiču državne uprave. Rezultati istraživanja mogu se koristiti za potrebe formulisanja novih poslediplomskih programa na univerzitetima u Srbiji.

Ključne reči: javne politike, kurikulum, istraživačke metode

APPENDIX

Table 1 Overview of analyzed courses

Field	Course name
Economics	Market failures and public goods
	Economics for policy analysis
	Strategic interaction and collective choice
	Public Policy Economics and Analysis
	The Economics of Public Policy
	Governance, Institutions and the Global Political Economy
	Welfare economics
	Political Economy in International perspective
	Markets and Competition Policy
	Economics of the Public Services / Public sector economics
	Economics for policy analysis
	Economic analysis and modelling
	Science, Evidence and Environmental Policy
	Benefit – Cost Analysis
	Evidence and Public Policy
	Introduction to Policy analysis
Policy impact and evaluation/Evaluating Public Policy	
Research methods	Applied regression analysis
	Policy analysis and evaluation
	Statistical thinking
	Qualitative Methods
	Quantitative Analysis and Methods/Quantitative Methods
	Knowledge, evidence and data in public Policy
	Public Policy Case Analysis
Research Methods / Research Methods and Management	
Informing and Evaluating Policy - Research Methods and Analysis	

Field	Course name
Public Management	Decision-making, agenda-setting, and implementation
	Public Institutions
	Organisation & Management of the Public Service
	Agenda Setting and Public Policy
	Leadership in Public Services
	Performance, Strategy and Challenge
	Public management and the bureaucracy
	Public Management
	Public Management: Theories and Innovations
	Regulation and Governance
	Managing Organisational Change
	Public Management Theory and Doctrine
	Public Management and Organisations
	Public Policy Making and Theory
Political issues in Public Policy / politics in Public Policy	
Philosophy and Public Policy	
Political Science for Public Policy	
Public Institutions	
Social Entrepreneurship	
Parties, public opinion, and interest groups	
Theories and Actors of the Policy Process	
Theories of policy making	
Implementation and Evaluation of Public Policy	
Institutionalist theories and policy diffusion	
Governance, Democracy and public policy	
Globalisation and global public policy / Globalisation	
Public Policy, Theories and Practice	
The Politics of Policymaking / Politics of Public Policy	
Public policy and Values	
Perspectives on Public Values	
Public Policy and Strategy	
Public Policy and Management	
Policy in Action	
Accounting for Public Policy	
Power, Politics and the Policy Process	
Corruption and governance reform / Corruption and Public Policy	
Policy Process	
Policy Advice	
Public Policy Challenge	
European Public Policy	
Dynamics of International Social Policy	
Comparative Public Policy	
Public policy and administration	
Corruption and Public Policy	
Theories and traditions in Public Policy	
Public policy for a complex and uncertain world	