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| Academic year | 2016-17 |
| Subject | 11497 - Integrated Evaluation of Economic Impacts |
| Group | Group 1, 1S |
| Teaching guide | B |
| Language | English |

Subject identification

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| Subject | 11497 - Integrated Evaluation of Economic Impacts |
| Credits | 0.72 de presencials (18 hours) 2.28 de no presencials (57 hours) 3 de totals (75 hours). |
| Group | Group 1, 1S (Campus Extens) |
| Teaching period | First semester |
| Teaching language | English |

Professors

| Lecturers | Horari d'atenció als alumnes | | | | | |
|--|------------------------------|----------------|----------|------------|-------------|--------------------------------|
| | Starting time | Finishing time | Day | Start date | Finish date | Office |
| Luca Piccoli - luca.piccoli@uib.es | 10:00 | 12:00 | Thursday | 12/09/2016 | 07/07/2017 | DB220 "cita prèvia per e-mail" |

Contextualisation

The past decade has seen the rapid development of microsimulation models (MsM) and techniques for the evaluation of public policies. MsM are models that start with large-scale representative surveys of households or individuals to which are added several kinds of information: data from other surveys and databases, imputations and statistical matches, program rules, and behavioral assumptions. The purpose of this course is to present microsimulation models and techniques that have been implemented and used both in developed and developing countries, and to highlight the advantages of their capabilities for studying the socio-economic impacts of turistic policies.

Requirements

This course is intended mainly as an applied subject, thus although no former specific knowledge is needed, it is recommended that the students have a solid background in:

Recommendable

- Microeconomics
- Public economics
- Welfare economics
- Microeconometrics

Skills



Specific

- * CE7 – To be able to collect, generate, process and analyse statistical data to support monitoring and evaluation activities..
- * CE8- To know and understand the diverse impact that different tourism development alternatives can have on social wellbeing (environment, health, equality of opportunities, etc.).
- * CE11 – To be able to structure the work undertaken, as well as the results obtained, with the purpose of presenting reports in the fields of monitoring and evaluation..

Generic

- * CG2 – To develop an innovative capacity by applying the acquired knowledge to the resolution of problems in new environments related to the tourism sector..
- * CG3 – To be able to formulate judgements that incorporate reflexions about the social and ethic responsibilities linked to the application of the acquired knowledge regarding the tourism system and its economic analysis..
- * CG7 – To acquire specialized knowledge about the tourism system to make it possible to face challenges and provide solutions..

Basic

- * You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: http://estudis.uib.cat/master/comp_basiques/

Content

Theme content

1. Introduction

Introduction to Microsimulation and the evaluation of public policies.

-ex ante vs. ex post techniques.

-Microsimulation models: construction, components (data, algorithm), validation and calibration, non take up, some example of MsM (Sysiff, GladHispania).

2. Arithmetical models

Microsimulation analysis in an arithmetical framework.

-Theoretical background

-Applications.

- Construction of the arithmetical Toy-mod

3. Behavioural models

Microsimulation analysis in a behavioral arithmetical framework.

- Theoretical background

- Applications.

-Construction of the behavioural Toy-mod

4. Micro-macro simulation models

Integrating the Macro aspects in microsimulation:

-Theoretical background

- Computable General Equilibrium models

5. Top-down approach

- Integrating CGE models within microsimulation models using a top-down approach
6. Bottom-up approach
Integrating CGE models within microsimulation models using a bottom-up approach
7. Integrated approach
Integrating CGE models within microsimulation models using an integrated approach

Teaching methodology

In-class work activities

| Modality | Name | Typ. Grp. | Description | Hours |
|-------------------|---------------------|-----------------|---|-------|
| Theory classes | Theoretical classes | Large group (G) | Using explanatory methods, the teacher will outline the theoretical fundamentals and give practical examples of the rationale behind the corresponding teaching units. Information will also be given on recommended working methods and the teaching material that the students should use to round off the learning process on an individual basis. Theoretical classes correspond to approximately 25% of total teaching time. | 10 |
| Practical classes | Laboratory | Large group (G) | By building by their own the various Toy-mods, students will put into practice knowledge acquired during the theory classes. Practical classes correspond to approximately 75% of total teaching time. | 6 |
| Assessment | Presentation | Large group (G) | Students will present a practical work that they have to realize after the teaching classes. The objective is to evaluate the effectiveness in the communication of results of the research activity to a general public, such as the policy makers. | 2 |

At the beginning of the semester a schedule of the subject will be made available to students through the UIB digital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

| Modality | Name | Description | Hours |
|--------------------------------|-------------------------------|---|-------|
| Individual self-study | Preparation of teaching units | After a classroom-based explanation by the teacher, the students must explore the subject in greater depth. To facilitate this, the teacher may suggest bibliographical references from the teaching manuals. | 40 |
| Group or individual self-study | Practical work | The students will use the toy-mods developed during the course to analyze the impact of some policy on the population. They will need to prepare a short report with the results obtained that should be at the same time precise, complete and easy to read even for non-specialists, such as policy makers. | 17 |

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Presentation

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| Modality | Assessment |
| Technique | Oral tests (non-retrievable) |
| Description | Students will present a practical work that they have to realize after the teaching classes. The objective is to evaluate the effectiveness in the communication of results of the research activity to a general public, such as the policy makers. |
| Assessment criteria | The evaluation will be based on exposition quality: slides clarity, exposition structure, ability to synthesize concepts and the ability to explain economic concepts and results obtained. |

Final grade percentage: 25% with minimum grade 5

Practical work

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| Modality | Group or individual self-study |
| Technique | Papers and projects (retrievable) |
| Description | The students will use the toy-models developed during the course to analyze the impact of some policy on the population. They will need to prepare a short report with the results obtained that should be at the same time precise, complete and easy to read even for non-specialists, such as policy makers. |
| Assessment criteria | The evaluation will be based on work quality: clarity of presentation of the problem, methodology and results; comprehension of the methodology and the socio-economic consequences of the results; the depth of discussion of results. The work can be delivered two weeks later than the official deadline (recovery). In this case there will be no possibility to make the presentation, and as such the maximum score of the recovery exam is 7.5. |

Final grade percentage: 75% with minimum grade 5

Resources, bibliography and additional documentation

Basic bibliography

- Bourguignon F., M. Bussolo and L.A. Pereira da Silva, "The Impact of Macroeconomics Policies on Poverty and Income Distribution. Macro-Micro Evaluation Techniques and Tools", Palgrave Macmillan and World Bank, (2008).
- Bourguignon F., and L.A. Pereira da Silva, "The Impact of Economics Policies on Poverty and Income Distribution. Evaluation Techniques and Tools", Oxford University Press and World Bank, (2003).



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-Spadaro A., "Microsimulation as a Tool for the Evaluation of Public Policies: Methods and Applications", FBBVA, Madrid, (2007).

Other resources

Additional papers and material will be given by the professor during classes.

