Teaching with Case Studies in Public Policy Classes

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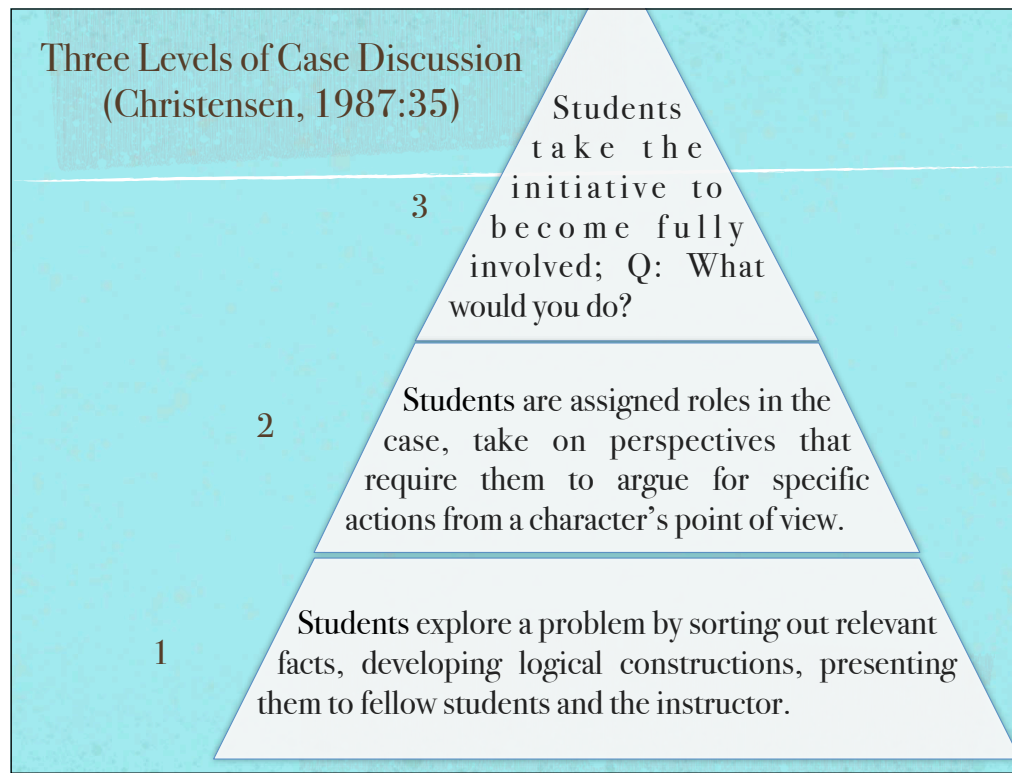**kumoro@map.ugm.ac.id**

What is the purpose of a case?

- **To investigate a phenomenon in the real life** (most cases are either based on real events, or constitute a construction of events)

- **To understand the relations between the phenomenon and its context** (an obvious or clear solution is not the ultimate goal)

- **To utilize multi-source information** (may be supported with charts, graphs and relevant historical background materials).

Goals

- Build analytical skills

- Develop interpersonal and communication skills (effective for students working in groups)

- Help students to connect multi-disciplinary approach (e.g. economic, environment studies, and ethics to solve a problem in urban planning).

Three Levels of Case Discussion
(Christensen, 1987:35)

Students
take the
initiative to
become fully
involved; Q: What
would you do?

3

Students are assigned roles in the
case, take on perspectives that
require them to argue for specific
actions from a character's point of view.

2

Students explore a problem by sorting out relevant
facts, developing logical constructions, presenting
them to fellow students and the instructor.

1

Advantages

- More challenging than normal homework design

- Often more than one answer; It depends on assumptions and problem definition
- Help student to see from different angles. "A jewel's facets show up best as it is turned to let light hit those facets at different angles".
- Time is well spent;
  - confidence in a decision-making position
  - parallels to real-world situations.

Disadvantages

- Creating an effective case study is time consuming

- It does not work when the students' knowledge on the issues are lacking

- It would not be effective when information are not equally shared among group members

- Interactive communication might not appropriately work; certain members might dominate the discussions

- Cases with real names may inflict upon the subjects.

Basic Information
of Actors in Policy Making Cases

- Age
- Gender
- Social history
- Rank in government agencies
- Political affiliation
- Standing dispositions (radical, moderate)
- Interests at stake
- Critical events affecting interests
- Knowledge of the policy issues

Type of Cases in Public Policy

1. **Chronological**; describes events according to the sequence, accurate dates and times are presented to give the readers better understanding on the process and logic of events.
2. **Multiple interest issues**; describe a particular policy issue with a multiple objectives, in which all the stake-holders' interests are presented.
3. **The technical gist**; give more emphasis on the details of the issue; graphs, statistics, and exhibits are used.
4. **Deliberating alternatives**; the purpose is to present two or more policy alternatives and encourage students to elaborate arguments for each alternative and finding a solution.
5. **Audio-visual cases**; fragments and snapshots are shown with voiced narratives. This would require students to watch and listen rather than read, and make their comments on the case.

Example #1
Who are deciding the rate of UMR?

- East Java as the base of local industries (38 mil. population, more than 4.200 of industrial sites). The policy and rate of UMR (Regional Minimum Wage) is critical (e.g. Marsinah assassination)

- In 2006, Trade Union Secretariat proposed to increase UMR from Rp 520,000 to Rp 615,000. Local business associations (Kadin, Apindo, etc) were against the idea.

- The ratio of wages (1:50 to 1:250), average of developed countries: 1:27. Govt.law (No.13/2003)

- Employees side: the living cost arising (more than Rp 1,200,000 per month), price hikes due to national policies on fuel and electricity. Employers side: we are loosing our international competitiveness (National statistics: we are de-industrializing). Investors from China and Japan are pulling out because of higher industrial costs.

What Can We Learn from Case #1?

1. Who are the stake-holders in the policy issue of UMR (Regional Minimum Wage) rate?

2. Where are the policy standings of each stake-holders? What are their arguments?

3. What should be the role of local government officials in public policies?

4. What would you do if you are in their positions?

Example #2: Kartamantul Inter-district Cooperatives

Join Planning Approach

- **Preparations;** 5 W, 1H
- **Mutual learning;** surveys, interviews, hearings or information campaigns
- **Share visioning;** view, ideas, values and knowledge
- **Rules and institutions;** new rules and institutions that might be needed to implement the ideas identified
- **Joint options exploration;** ecological development, drainage or retention options, recreational options, flood proof housing, flood safety regulations, economic rules etc.
- **Joint design;**
- **Towards implementation;** the end result could best be moved into political decision-making and implementation

Schemes of Inter-Regional Cooperations

	Barlingmascakeb	Subosuka-wonosraten	Sampan	Kedungsepur
Concept	Regional Management (RM)	Regional Management	Regional Management	Coordinative, aimed at RM
Focus	Regional marketing	Regional marketing	Regional marketing	Macro policy (multi-purpose)
Law enforcement	Initiated with Regional Regulation (Perda) on Spatial Planning	Initiated with the Perda on Spatial Planning	No formal agreement on cooperation	Initiated with the Perda on Spatial Planning
Cost-sharing	Equal for members: Rp 150 million per annum	Equal for members: Rp 100 million per annum	Equal for members: Rp 100 million per annum	Unequal: between Rp 150 to 250 million per annum
Joint venture unit	None	One unit: PT.Solo Raya Promosi, dissolved after 2 years	None	None
Issues	Disagreements between the management and the district authorities. No executing agency for marketing.	Local governments distrust with the venture unit management. Most district did not believe in mutual benefits, except the city of Surakarta.	Limited "brand image" in the region. Unsound concept on marketing and local products.	Loosing focus on cooperation. Limited concrete benefits, which discourage authorities in the districts.

What Can We Learn from Case #2

- Why the local government officials in Indonesia tend to have more short-sighted visions after decentralization?

- Current issues of democratic governance: too many interests to be accommodated, "inefficient" decision making process, problem of "substantial democracy" rather than "procedural democracy"

- What are the most feasible areas of inter-regional cooperations? (transport, waste management, drainage, spatial planning)

- Let us focus on more functional (implementable) areas rather than "idealistic" areas of cooperation.