Adaptive Regions: Policies to Global Challenges

ECTS : 3

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Langue du cours : Français

Volume horaire : 18

Description du contenu de l'enseignement :

In an era marked by significant global shifts - demographic changes, technological advancements, and climate transformation - regions worldwide face unique challenges and opportunities. Under such context, this course poses several questions. How can regions adapt to and thrive amidst such transformations? How should they prepare for and respond to unforeseen shocks, such as the COVID-19 pandemic or the rapid advancements in Artificial Intelligence (AI)? Moreover, in managing these dynamics, how can regions foster economic development and ensure the well-being of their communities? Why do some regions succeed in attracting people, talent, and investment, while others lag? What are the implications of neglecting certain regions in the development process, particularly in terms of political and social consequences? As responsibilities have shifted from the national to the local and regional level, the importance of regional actors in implementing development strategies, managing social and economic crises and promotingcitizens' well-being has increased in recent decades. This course focuses on subnational institutions and policies, and on their role in guaranteeing that regions succeed in promoting economic growth, become attractive places to live in and remain engaged in political processes. This course aims to dissect these questions by delving into the drivers of development at the subnational level. Participants will explore and analyse a variety of policies and governance mechanisms that can strengthen regional prosperity and resilience. Moreover, the course will draw on academic literature, policy reports, and case studies. It willcombine empirical analysis with policy-oriented training, so students are not only able to evaluate qualitative and quantitative evidence on regional development topics, but also use this evidence to navigate existing institutional constraints and promote concrete policies. More than just a review of the existing literature and evidence, students will be asked to apply the findings in a regional and place-based context through individual and group assignments. This course is on Moodle. **1** Introduction: the rationale for place-based regional policies **2** Demographic change: the role of national and subnational governments in adapting to a declining and ageing population **3** Climate Change: regional policies for the new environmental reality **4** Technological change: AI and digitalisation - threat or opportunity for non-urban regions? **5** Envisioning the provision of public services for the regions of the future**6** Regions and competitiveness: direct and indirect drivers for regional development **7** Rich-resource regions: a development trap or an opportunity for all?**8** Governance and fractured societies: multi-level governance, polarisation, and rise of populism in advanced regional economies **9** Conclusion: what does regional well-being mean? Perception and strategies for well-being **10** Applied policy reports: discussion **11** Invited experts and policy examples (topics to be confirmed)**12** Live debat

Compétences à acquérir :

By the end of the course, students will have achieved: (1) A solid overview of theoretical and empirical literature; (2) Exposure to case studies from advanced economies on policies related to the topics highlighted above; (3) The ability to critically evaluate qualitative and quantitative evidence on regional development topics from both academic and policy sources; (4) The ability to analyse existing public policies in the field of regional development and to produce their own policy recommendations.

Pré-requis obligatoires

This course is addressed to both undergraduate (L3) and graduate students (M1). Students are expected to have basic knowledge of economics and statistics, including familiarity with empirical methods (reading regression outputs, interpreting quantitative indicators, etc.). The bibliography contains examples of the kind of papers we will discussing in class.

Mode de contrôle des connaissances :

Individual assignments:

- (1) **Essay** (1 000 words and around 10 visual presentation slides) on a question chosen by the student from a list proposed by professors, which will correspond to the lessons imparted; the main outcomes of the essay will be presented orally during the class for others to comment on (**40%**).

Group assignments (2 to 3 students, depending on the total number of students):

- (2) **Applied policy report** (3 000 words) on the economic, social, and institutional development of a region, city or

municipality chosen by the students and approved by the professors. The outcomes of the reports will be discussed in the session 10 (**30%**);

- (3) **Live debate** with students divided into 2-3 groups on an issue proposed by professors for which students prepare a brief presentation and arguments (**20%**).

Attendance and participation:

- (4) **Active class participation** with students coming to class on time and ready to discuss weekly readings and with all potential minor tasks prepared as requested (**10%**). Class participation is based on quality of comments, not quantity.

The numerical grade distribution will dictate the final grade. The passing grade for this course is 10/20. **Attendance** Attendance is mandatory. Students are expected to attend all classes, arrive on time, and stay for the entire session. Repeated absences or lateness may affect the final grade. **Class Participation** Active participation is encouraged, as it contributes to making classes more engaging and instructive. Students are expected to come prepared and contribute thoughtfully to discussions. When participation is part of the course assessment, it is evaluated based on the quality of contributions rather than their quantity. **Exam Policy** Students are not allowed to bring any materials into exams, except those explicitly authorized by the instructor. Unexcused absences from exams or failure to submit assigned cases will result in a grade of zero when calculating final averages. All exams must be submitted at the end of the examination period. **Communication and Grading** All questions or concerns regarding grading or course policies must follow the official procedures. No direct negotiation with instructors about grades or assessments is permitted. Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contributed to the output produced by that group.

Bibliographie, lectures recommandées :

Marc Bournisien de Valmont is a Policy Analyst at the Regional Development and Multi-level Governance Division at the OECD Centre for Entrepreneurship, SMEs, Regions and Cities. He coordinates the OECD project "Shrinking Smartly and Sustainably" - among others - aiming at helping regions experiencing strong and sustained population decline to manage demographic change. In addition to demography, he also works in several other topics and initiatives related to public service provision in rural areas, regional attractiveness, multi-level governance, rural innovation, or rural manufacturing. Before joining the OECD, Marc worked at the think-tank Institut Montaigne and at the French Ministry of Defense. He holds a Master's degree in International Relations and a Bachelor's degree in Political Science from Sciences Po Paris, and also attended the University of São Paulo in Brazil. **Fernando Riaza** is an Economist and Policy Analyst at the OECD, specialising in providing policy guidance for regions with significant mining and forestry activities. His role involves aligning these regions' strategies with broader regional development goals and ESG practices. Additionally, he coordinates regional contributions to the 'Strengthening FDI/SMEs Linkages' project, providing recent insights and policy recommendations in Czechia and Poland. Previously, Fernando was associated with KPMG and ItdUPM, where he collaborated with the FAO (UN) on projects in Central America. He holds bachelor's and master's degrees in environmental engineering from Universidad Politécnica de Madrid - receiving the top master thesis award on Human Development - and a Master's degree in Natural Resource Economics from Montpellier SupAgro.