



POLYTECH



Comparative Analysis of Public Administration Education in Russia and European Countries

Marina Ivanova, Tamara Selentyeva, Victoria Degtereva

17.05.2018

Cross-Cultural Business Conference 2018

- *Mosher* (1982) considers the education system as the most important element in the development of administrative culture, by which public service ethos, frame of reference and knowledge are transmitted.
- *Connaughton, Randma* (2002) distinguish three fundamental elements that influence, (directly or indirectly) the curricula of public administration programs in different countries:
 1. The traditional concept of the State.
 2. The identity of public administration as a discipline.
 3. Lack of unity in the theoretical body of the discipline as a consequence of the interdisciplinary character, together with the evolving nature of governance.
- *Hajnal* (2003) classifies countries according to the nature of public administration education in three groups: a legal group of countries, where the public administration is the extension of administrative law; a public group, in which it is recognized as having an unique public and political character; and, a managerial group focused on management techniques.



Research question

- Whether Public Administration degree programmes reveal some clear, solid public administration identity or there is an observable relation between the content of the programmes in the country and various political and social context?



Historical back-ground

- The basic structure of the curriculum for public administration emerged in US during the end of the XIX century in the classical administrative paradigm and its impact is evident even today.
- The new curriculum developed during the 1920s was based on an idea of teaching public administration as a series of skills, the most important of which are planning, organizing, staffing, direction, coordination, reporting and budgeting.
- In 1940-1950s, in US as well, the modernization of the previous curriculum has begun.
- During the second half of the XX century the mainstream curriculum for public administration was replenished with analytical disciplines related to identifying and comparing alternatives of actors' behavior.
- New Public Administration reforms and practice (1980s-1990s) caused understandable changes in public servants education.

Political and social context of the public administration programmes in the reviewed countries

- Hungary, the Slovak Republic, Estonia, Russia and Italy
- Central and Eastern European countries: the early public administration programs concentrated on legal issues, focusing on public law, primarily administrative and financial law (*Staroňová, Gajdushek, 2016*).
- Italian traditions of public administration study are the result of the intermingling of the continental European Rechtsstaat tradition, French bureaucratic models, and weak-State models (Vatican State and the Two-Sicilies realm) (*Cepiku, Meneguzzo, 2009*).
- With certain assumptions we can consider the New Public management (NPM) as the reform priority in Slovakia, Hungary, Estonia and Russia after the initial construction of the democratic based system.
- Italy chose different way of reforms by restricting NPM principles and adapting them to internal conditions.

Political and social context of the public administration programmes in the reviewed countries

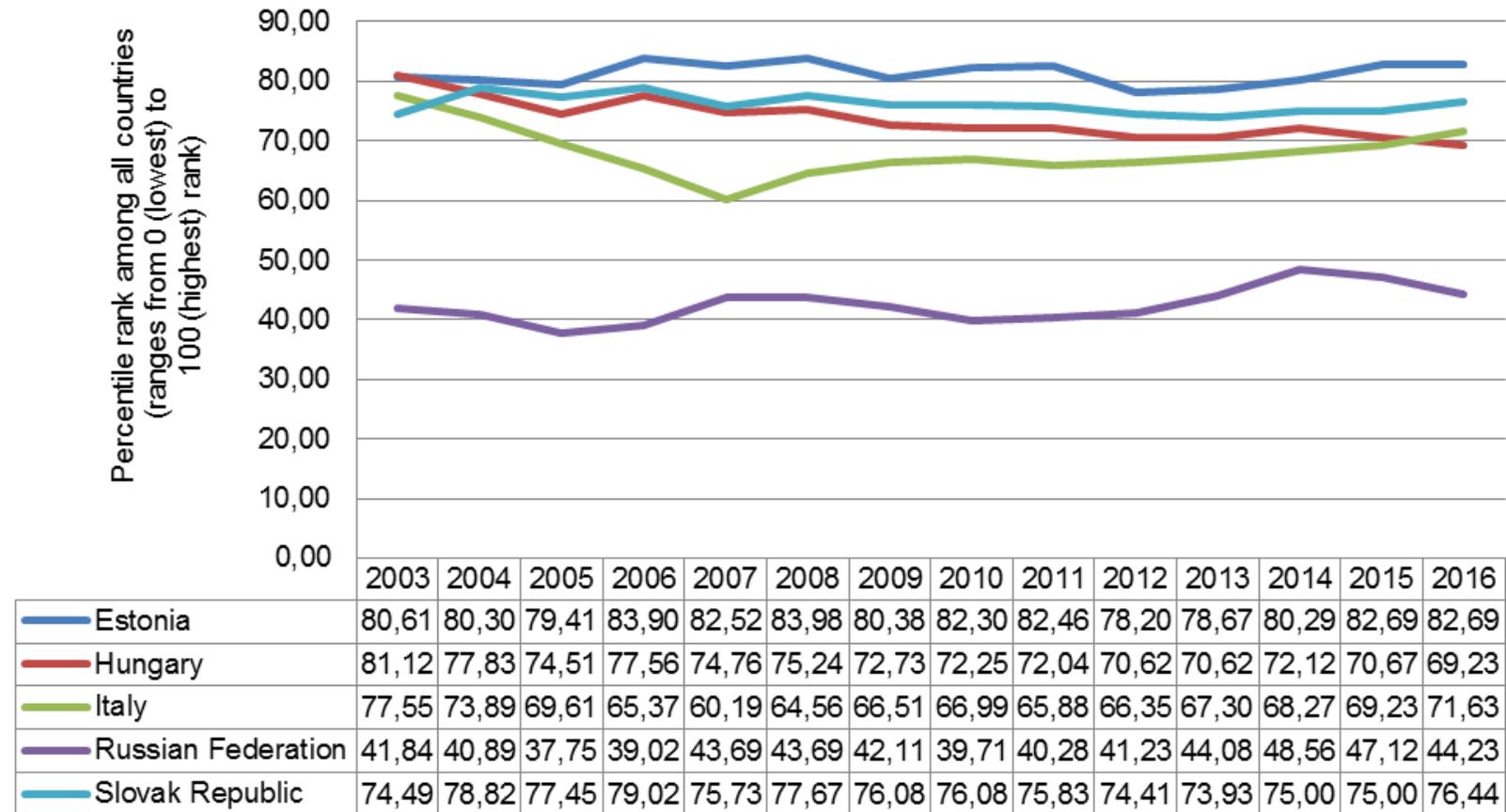


Figure 1. The government effectiveness dynamics in the reviewed countries in 2003-2016

The dataset combined by the authors based on the Worldwide Governance Indicators (WGI), 2017 update

Political and social context of the public administration programmes in the reviewed countries

Table 1. Civil service effectiveness in the reviewed countries

	Countries	InCiSE index overall ranking among 31 countries	InCiSE index overall ranking among 31 countries (adjusted for GDP per capita)
1	Hungary	30	30
2	Italy	27	27
3	Slovakia	31	31
4	Estonia	7	1

The dataset combined by the authors based on International Civil Service Effectiveness (InCiSE) Index, 2017. Institute for Government. London, 2017.

The characteristics of the public administration programs in the reviewed countries

Table 2. Core courses analysis in the reviewed countries

	Countries	Law	Political science	Sociology	Economy /Finance	Management	Methodology	Analysis	Policy fields	Other
1	Slovakia	24%	21%	3%	19%	18%	6%	6%	4%	18%
2	Estonia	5%	25%	3%	7%	11%	13%	16%	6%	11%
3	Hungary	26%	20%	0%	13%	16%	4%	7%	4%	11%
4	Italy	10%	37%	4%	5%	14%	6%	3%	6%	15%
5	Russia	13%	4%	7%	11%	12%	7%	4%	13%	31%

The dataset combined by the authors based on Cepiku, Meneguzzo (2009), Staroňová, Gajdusček (2016), Nemeč, Špaček, Suwaj, Modrzejewski (2011) and the authors' research

Conclusion

- The large differences between countries can be found, but not smaller differences we find between the programs in one country.
- In four target countries (except for Estonia) the curriculum is quite far from so-called mainstream Western content.
- The curriculum and disciplinary character of the programs rather depend on accidental factors.
- The key external factor here, however, is not the socio-political context itself (and not even the requirements of reforms) but some deeper, underlying conditions as the prevailing concept of State and the level of the government control in education.
- The second group of important factors is the formation process of a program (the faculty of formation, scientific interests of the faculty members, if it is a new program or it is based on the previous one).



References

- *Balducci M. Training Civil Servants in the Administrations of Central and Eastern Europe: A Missed Opportunity? International Review of Administrative Sciences.* 1995;61(1):61-72. doi:10.1177/002085239506100105.
- *Barabashev A.G, Guseletova E.L. Study of Public Administration in the USA: Origin, Stages of Development, Current State, Evolution of Educational Programs. Voprosy gosudarstvennogo i munitsi-palnogo upravleniya.* 2010;2:66-80.
- *Barabashev A, Kastrel T. Education in Public Administration in Russia: new standards and tendencies. Obrazovatel'naya politika.* 2012;2(58):76-82.
- *Bouckaert G, Nemec J, Nakrosis V, Hajnal G, Tonisson K. Public Management Reforms in Central and Eastern Europe. Bratislava: NISPAcee Press; 2008.*
- *Cepiku D, Meneguzzo M. Public administration education in Italy: a statistical analysis. DSI Essays Series.* 2009;6. <https://core.ac.uk/download/pdf/6414452.pdf>. Accessed March 27, 2018.
- *Elwood JW. A Morphology of Graduate Education for Public Service in the United States. Washington, DC: National Association of Schools of Public Affairs and Administration; 1985.*
- *Fritzen SA. Public policy education goes global: A multi-dimensional challenge . Journal of Policy Analysis and Management.* 2008;27(1):205-214.
- *Hajnal G. Illiberal or simply unorthodox? Public Administration education in Hungary A comparative perspective. Teaching Public Administration.* 2016;34(2):205-224. doi:<https://doi.org/10.1177/0144739415621784>.
- *Mosher F. Democracy and the Public Service. New York, NY: Oxford University Press; 1985.*
- *Nemec J, Špaček D, Suwaj P, Modrzejewski A. Does Public Administration Higher Education in CEECs Reflect Demands Created by NPM Reforms? Review of Economic Perspectives – Národohospodársky obzor.* 2011;11(3):124-140. doi:10.2478/v10135-011-0010-2 .
- *Pollitt C, Bouckaert G. Public Management Reform: A Comparative Analysis – New Public Management, Governance, and the Neo-Weberian State. International Review of Administrative Sciences.* 2012;78(1):180-182. doi:<https://doi.org/10.1177/0020852312437323>.
- *Rabin J, Hildreth WB, Miller GJ, eds. Handbook of Public Administration. 3rd ed. Routledge; 2006.*
- *Randma T. Public Administration Education in Estonia. September 1999.*
<http://unpan1.un.org/intradoc/groups/public/documents/NISPAcee/UNPAN006431.pdf>
- *Staroňová K, Gajdushek G. Public administration education in CEE countries: Institutionalization of a discipline. Policy and Society.* 2016;35(4):351-370.
- *The International Civil Service Effectiveness (InCiSE) Index. Institute for Government.*
<https://www.instituteforgovernment.org.uk/sites/default/files/publications/International-civil-service-effectiveness-index-July-17.pdf>. Published July 6, 2017. Accessed March 27, 2018.



**Thank
for your attention!**