9

Training in Public Administration for Globalization and a Knowledge-Based Society with a Humanistic Orientation

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Introduction

To provide adequate national environment to strengthen the knowledge society, it is critical to foster change in all spheres of social and economic life aiming to develop cultural, scientific, and technological progress to reap the benefits of globalization.

Globalization and the knowledge society are changing managerial activities. While some features of management are gaining significance, such as quality management and efficient decision making, improvement in practical areas, such as modernizing management and systems, remains pending challenges for contemporary societies. And among the most important pending issues is the training of people to open opportunities for them and their contribution to improve society.

Awareness about the importance to improve the educational level of people raises the following concerns: Are public governance, public management, and administration specialists, and civil servants in general – and their education and knowledge – adequate to meet the challenges of a fast-developing modern society like Lithuania? Moreover, is the public workforce prepared to adapt promptly and effectively to new conditions posted by globalization to the knowledge society? Can public management make a positive impact to foster social, economic, and technological development? And finally, are public administration studies and public servant training programs and systems focused on humanistic values aligned with contemporary challenges and the needs of people?

These are some of the questions discussed by scholars and practitioners and which are supported by an increasing amount of research in globalization processes and European integration. Resolving these questions is fundamental to advance the knowledge society.

The first part of this chapter discusses the early stages in the development process of the public sector in Lithuania. This is followed by critical reflections on outcomes and conclusions with recommendations for improvement. The main focus here is on the development of the people who work in the public sector, especially in the context of contemporary challenges for the implementation of humanistic values.

Education for development

Several strategic decisions are essential to foster social and economic development in a developing country. Emphasis must be mainly on education, because educating professionals has a significant influence on general, social, and economic development and the overall development of the state. This aspect is significant in the contemporary conditions of Eastern and Central Europe.

Before implementing an educational program, the social trends that prevail in the public sector in Eastern and Central Europe must be assessed and analyzed with methodologically sound proposals to improve the system. The process provides necessary conditions to improve the efficiency of public service and enhance the national capacity to gain competitiveness in global markets, where the development of human resource is crucial (Barabashev and Chlivickas, 2004; Boldrin and Canova, 2001; Bryson, 1995; Chlivickas and Smaliukiene, 2009; Melnikas and Chlivickas, 2005; Melnikas and Reichelt, 2004).

The broad spectrum of methodologies for improving people's capabilities shows that there is more than one approach to professionalize the workforce in the public sector of Eastern and Central Europe. Choosing the most "rational" variant is not easy, however, since experience in various Eastern and Central European countries, for example in Lithuania, suggests that it is always possible to choose one method that appears suitable and then adapt it (Chlivickas, 2003, 2005, 2006; Chlivickas and Barabashev, 2003; Melnikas, 1997, 1999).

The authors actively participated in and were part of a group of experts who designed a methodology for the development of human resource for the public sector of Lithuania (Chlivickas and Melnikas, 2010). The methodology used includes five groups of goals and objectives.

Goals and objectives that make up the *first* group aim to improve the public sector system rationalizing the structure of public management, institutions and modernizing organizations.

- The main goal is to design a new model of public sector institutions to improve the institutions and set out principles that help rationalize the distribution of tasks and functions between the public and private sectors.

- Another goal is to improve the result-orientation in management processes, focusing specifically on output and outcome. This includes improving the methodology of strategic planning in public sector institutions, regulating the activities of public sector employees and decision-making procedures, and streamlining decision-making and diminishing the administrative burden that exists in the public sector.
- Special programs have been designed to train the public sector in order to enhance administrative capacities and develop public relations to ensure that decisions are transparent and well grounded to create a cooperative atmosphere based on principles of democracy and partnership. Public governance is considering the deployment of quality management methods to help public agencies improve their services to the people.

The *second* block of goals and objectives is aimed at improving the framework and functioning of regional government agencies. This has to be achieved through deconcentration and decentralization. This means that organizational, economic, legal, and other conditions have to be created assuring these are reliable, stable, and trusted.

- Central government bodies will have to decentralize some functions, and responsibilities will have to be divided between state (central) government bodies and local government bodies (municipalities).
- Territorial government has to be improved: a model of regional government has to be created that will allow democratizing the regional government in line with EU requirements. A meaningful side-effect will be that public service is delivered in closer proximity to its constituents, where people-to-people relations matter (and, consequently, human-centered comportment will show instantaneous effects).

The *third* group of goals and objectives is targeted at developing the local self-government, which is beneficial for the citizens and the state. The aim is to ensure an effective government that will create preconditions for greater independence of municipalities in terms of actions and finances and for more efficient management of actions and finances. Municipalities will be expected to plan their activities in accordance with the long-term strategy that will incorporate financial and other indicators of regional, social, and economic development of all sectors of economy, culture, and social life, as well as indicators of ecological changes in the regional system. Also, this group aims to enhance administrative capacities of internal auditors.

Public sector employee training and qualification improvement within the new programs would ensure transparent and efficient processes of distant public services in municipalities and at the state level.

The *fourth* group of goals and objectives of the public administration strategy concerns enhancing the civil service administrative capacity and

improving the image of public sector employees. This part of the strategy is designed to provide systematic, relevant and diligent training to public sector employees, based on new guidelines for training and adequate methods for enhancing employee capabilities as well as training in quality improvement of the services provided by the public sector. Until recently, public employee training in countries of Eastern and Central Europe lacked a systematic character – there was neither a national nor an adopted (based on the best practice of other countries) quality training system.

With the initial stage of the new training system based on the design of training guidelines, modern ways and methods for enhancement and improvement are expected to take place. In the next stage, training priorities will be formulated and priority groups of public employees will be identified for the next five years.

The *fifth* group of strategic goals and objectives deals with improving accessibility and service delivery by public administration institutions based on better exploitation of information technologies. The aim is to increase efficiency and transparency of public administration decisions and use safe information technologies to deliver public services.

An assessment of the development and implementation process of the new strategy for public administration in Lithuania suggests that its goals and objectives are similar to those in other countries of Eastern and Central Europe (Chlivickas, 2003; Clivickas and Raipa, 2004; Cohedent and Stojak, 2005; Hayo and Seifert, 2003; Kotler and Andreasen, 2007; Tompson and Stricjkland, 2003; Winer, 2007).

From the perspective of the human resource system, the goals and objectives are closely oriented toward development of separate components rather than the creation of a whole system. What remains to be done is to conceive interfaces between the elements of the system to build systematic approaches (Melnikas, 2002, 2008a, 2011b, 2013; Plattoni, 2010).

Additionally, there is another block of goals and objectives representing humanistic values and orientations in the spheres of public governance, public management, and administration in general, as well as bringing new ideas to public administration and the civil servant training system. With these humanistic values and orientations, an effective change of public governance, public management, and administration in general will arise, and the path will be prepared toward a knowledge-based society under the conditions of globalization (Huseman and Godman, 1999; Melnikas and Reichelt, 2004; Munasinghe et al., 2001; Sangmon, 2002; Tomlinson, 2002).

Future challenges

All the blocks of goals and objectives are important and cover a wide range of aspects. However, they do not integrate a cohesive multi-stage system of goals. Each of them pays attention to separate elements of the human resource system, but there is neither enough horizontal coordination

between them nor enough vertical coordination. There is no practice yet of assigning tasks to institutions and other executive bodies. Only when this task is accomplished and put into place will the preconditions for achievement of formulated tasks and goals be set.

Additionally, the goals still need to be ranked according to importance and aligned in a calendar. For these reasons, it may be assumed that some goals are still a declaration of intent and the human resource elements are still dispersed.

Civil servant training and initiation of training programmes are included in every block of goals and objectives, but there are components of the system which are a critical condition for the successful functioning of the program.

Research findings on improvement of public governance and public administration in Lithuania in the context of European integration suggest that further advances are needed in line with the general goals of public administration reform and the conception of the state institution image and human resource management in general (Modernus viešasis valdymas, 2012).

International experience shows that countries of Eastern and Central Europe face similar problems in this area (Chlivickas and Melnikas, 2011; Chlivickas and Paliulis, 2004a, 2004b; Hofbauer, 2003; Lieven, 1995; Melnikas, 2008, 2010, 2011, 2013; Politische und ökonomische Transformation in Osteuropa, 2010; Redding and Venables, 2004). It is, therefore, believed that a methodologically grounded and practically approved proposal like the one to be elaborated for Lithuania can be successfully applied across the region of Eastern and Central Europe (Hofbauer, 2003; Melnikas, 2002, 2013, 2014; Wiener and Diez, 2009).

Human resource development and improvement of public governance, public management, and administration will increasingly determine the countries' social and economic development and global competitiveness. Hence, the strategies and strategic decisions for these improvements must be coordinated with a common structure of human resource development, where civil servant training constitutes a prominent area given the service they provide to the general public.

The humanistic aspect of this project cannot be overstated. Civil servants deliver public service on an individual basis, so their communicative skills, technical skills, and capacity to deal effectively to solve the needs of the people they serve are critical to attain expected results.

Effective communication is the centerpiece of "people skills" for public managers. There is a further aspect to this: "If we take performance and feedback as quintessentially a communication process that is defined by the act of giving and receiving information, then this is the area where the people skills of public managers can make an (outstanding) contribution" (Schmidtchen, 2014, p. 1).

Proposal for public administration development and improvement

The importance of the development of public administration specialist system in the present situation is determined by the following important conditions:

- Public administration specialists' decisions and performance have an increasing impact on new directions and priorities for social, economic, political, scientific, and technological development.
- Public administration specialists are a link between people and society on the one hand, and technical and other systems on the other.
- Public administration specialists' decisions and actions have growing impact on the interaction between people and society and biological, technical, information and other environments and significantly affect the potential to use modern means of automatization, robotization, computerization, and information technologies.
- Public administration specialists' performance is critical for globalization and internationalization of economic, social, cultural, informational, scientific, and technological development.
- Elements of integration are inherent to the public administration specialists' professional activity and are a twofold expression.
- Public administration specialists' performance is always oriented to other people or organizations.
- Public administration specialist activity is a combination of knowledge, intensive activities, skills, and experiences of a different character.

Elements of integration inherent to public administration specialists' performance show that synergetic effects are required to fulfill their functions. In view of the rapidly growing importance of synergies in modern societies, the development and improvement of the public administration specialist becomes a means of increasing the potential of synergetic effects formation (Currie, 2000; David and Foray, 2002; Farnsworth, 2005; Goeransson and Soederberg, 2005; Hunt, 2000; Melnikas, 2011, 2013; Olsen and Osmundsen, 2003).

There are many *specific characteristics* of public administration specialist development in various countries and under various conditions. Among the *problems* related to *the content of public administration specialist development,* first and foremost comes inadequate interconnectedness of the various development topics that may lead to the following challenges:

- Theoretical education (providing and acquiring theoretical knowledge) is not well balanced with practical training (providing and gaining knowledge necessary to develop practical skills and competencies) and may

lack necessary alignment between technical and humanistic components (raising morality, responsibility and spirituality, adequate development of physical qualities, and psychological and cultural orientations); due to improper specialization of the educators, the knowledge and skills are often not taught in a systematic manner.

- The content of educational programs is sometimes irrelevant to the individual's needs, inclinations, abilities, and values and often disconnected from requirements such as team decision making, teamwork, and tolerance of others' opinions, restricting the potential development of leaders and executors; it sometimes lacks independent orientation and responsibility.
- Education is inadequately linked to professional prospects of people and latest trends in economic and social development and progress in science and technology.
- Development is often insufficiently oriented to people's ability to be flexible, adapt to fast-changing environments, and adopt knowledge and skills necessary to face new situations. Contents of development programs often show inadequate emphasis on openness to deal with new tendencies of provinciality, superficiality, selfishness, and lack of tolerance.

A second group of problems relates to *technologies and organizational issues*. Here, the emphasis should be placed on technologies and methods applied to improve public administration specialist development which are contingent with requirements and the goals of development programs and contents. The main problems in this group are as follows:

- Insufficient flexibility in the application of educational technologies due to ignorance of the latest methodological and technical aids, communication tools, and advanced organizational models.
- Insufficient awareness of priorities of internationalization in public administration specialists' activities.
- Development technologies and organizational tools are not oriented toward people activities, independence, individual responsibility for results, and active participation in choosing adequate technologies.
- Developmental processes often lack consistency and continuity.
- Educational technologies and organizational tools do not consider sufficiently consistent succession of separate stages and continuity of the development processes throughout a person's life.
- Developmental processes often do not balance out innovations and continuity.

Problems related to the *operation of institutions and organizations* in public administration specialist development include the following:

- Irrational structure of the network (or networks) of institutions and organizations involved in public administration specialist development and lack of partnership between the institutions and organizations, lack of clear specializations, or irrelevance to real needs of life, society and state, and various public and business sectors.
- The people involved in public administration specialist development are not up-to-date in modern requirements. Pedagogical staff and science researchers lack competency; although the majority of the pedagogical staff and science workers satisfy the formal criteria, in terms of competencies, they fail to provide up-to-date training and development. Also, the institutions and organizations directly involved in public administration specialist development and other institutions and organizations do not interact, which results in inadequate feedback.
- Inadequate quality of the material resources of the institutions and organizations involved in public administration specialist development, witnessed by insufficient or non-existent laboratory equipment, library resources, office equipment, and properly equipped premises for studies and research work. This is often due to insufficient financing. The essence of the problem is that the criteria for funding the public administration specialist development are not oriented to meet the needs of the public, the state or the business sectors, and the funds allocated for specialist development programs are often diverted to unofficial groups seeking personal benefit.
- Inefficient management of the institutions and organizations involved in public administration specialist development, inefficient use of human, material, financial, and other resources, and inability to implement measures that would *really* enhance the quality of public administration specialist development (not just for one-time demonstration).

For remedying these deficiencies, it will not suffice to provide technical knowledge; each of the elements enumerated above has a soft skill perspective as well, and the inadequacies will be overcome by taking explicit account of a humanistic orientation.

Principles to improve public administration with a humanistic orientation

In view of the problems that affect contemporary societies and development priorities, the following definition of the public administration specialist development system may be considered universal: the public administration specialist development system is a totality of institutions and organizations working together in the same direction and aiming at development and enhancement of the properly qualified public administration specialists' potential relevant to the needs raised by growing scientific

and technological progress, internationalization of political, economic, and social development, knowledge-based society creation and globalization processes, and also by priorities of sustainable development, innovativeness, competitiveness, and sustained formation of capacities to deal with topical problems.

This definition implies important aspects of the public administration specialist development system which have to be addressed as follows:

- The totality of institutions and organizations working together must be united by one common goal, i.e. to develop the potential of public administration specialists.
- The system must be dynamic, i.e. the institutions and organizations involved are forward-looking and coordinate operations to allow for self-management and self-regulation.
- The education has to be oriented toward encouragement of specialists' abilities; on the one hand, the aim must be to adjust to the environment (public administration specialists are developed relevant to the needs), and on the other, to pursue a purposeful and active impact on the environment (public administration specialists are developed with a view to future needs and have to be able to take active part in changing economic and social situations, and encouraging scientific and technological progress. They also have to be innovative, creative, and competitive, and all these qualities demonstrate the continuity of the development system). This will enable the individuals who are trained and the society as a whole to achieve modernization: the high-quality human resources are developed to meet the challenges of globalization, a knowledge-based society, and economic and social internationalization.

Priorities of the public administration specialist development system must be set carefully with a holistic foundation based on three sets of principles:

- *Universal principles* for professional training applicable to the development of all specialists, including public administration and public management specialists, as outlined below.
- *Specific principles of local character* for the management and administration of specialist development.
- *Secondary principles* for the development of specific management and administration specialists in various areas of public administration.

The universal principles of specialist development deal with essential issues of establishment and enhancement (Grace and Butler, 2005) and define the top requirements for practical specialist development. They are as follows:

- The principle of orientation to priorities of humanism, democracy, knowledge-based society, and openness, which means that the purpose of each development system is to promote ideals and standards for each of these.
- The principle of competitiveness of the developmental systems and its products, which means that each developmental system is oriented to producing high-performing specialists and the system has the ability to adjust to latest requirements initiated by new challenges of life and processes of global economic, social, and technological development.
- The principle of prevention and adaptability, which means that the developmental systems aim at developing specialists who are able to adapt to new requirements and to deal skillfully with new problems; this includes innovativeness and creativity, which means that the specialist development system has to be oriented to promoting and developing innovative and creative potential.
- The principle of priority of morality and higher social responsibility, which means that the specialist development system must seek to implement high standards of ethics and accountability.
- The principle of independent decision making, ability to react instantly to the rapidly changing situation, and take appropriate measures in extreme situations, which means that the system has to be oriented to the development of independent and responsible leaders.
- The principle of internationalization, which reveals prospects of the development system expansion in the context of international cooperation.
- The principle of consistency, continuity, and diversification which means that a specialist's development is a life-long process and that this process involves a sequence of measures increasingly varying in forms; implementation of this principle requires application of a few principles of a local character and each of them can be treated as a separate principle under the category of general universal principles.

The principles of local character define those specific requirements for developmental systems that apply to the profession; they need to convey dynamism to the development processes and to harmonize various *development technologies*. These principles include the following:

- The principle of coordination of university education, professional training, and personal development, which means that university studies and professional training for development of personal qualities and abilities are compatible in terms of content and form, and they are integral parts of a single developmental process.
- The principle of continued postgraduate development, which means that every specialist, having obtained an academic or professional qualification certified by a degree or diploma, continues to sustain it and to

enhance it with new knowledge and skills if it is required by new and rapidly changing situations.

Public administration specialist development systems are guided by some *specific principles*, which express some specific features of *management and administration specialist development (secondary principles)*. These include the following:

- The principle of wide erudition and a complex approach to the formation of knowledge and skills, which means that the management and administration specialist development system has to be oriented to the development of wide erudition and wide-range knowledge and skills of various fields of life and to the formation of various skills and abilities for different fields of activity.
- The principle of development of teamwork skills, tolerance, and adaptability, which means that the management and administration specialist development system should aim at the development of skills necessary for work across organizational boundaries in a fast-changing environment of people and professionals and take active and constructive part in idea generation and decision making (this principle, by the way, is also directly linked to the provision to develop leaders able to work in teams and at the same time remain independent).
- The principle of adaptation to a multicultural environment, which means that management and administration professionals should be able to adapt to any new cultural environment and carry out their functions successfully.

Special attention is to be made on humanistic values and humanistic orientation in public governance, public management, administration studies, and in civil servant training: humanistic orientation is the primary precondition of effective and successful public administration of the civil servant training systems.

There are a variety of forms of humanistic orientations under the conditions of globalization and the knowledge economy, and European integration and the enlargement of the European Union have widely contributed to disperse the concepts throughout the continent.

One very common approach would be to make it possible that employees behave as human beings instead of functioning as human resources and that they develop full potential, participate in formulating clear common goals, experience work as exciting and challenging, feel how they influence the development, operations, the environment, the quality of the work, and the success of the organization (Covey, 2008).

While this approach is focused on the individual, another perspective focuses on relationships in an organization or within the society: Do the relationships between individuals, business units, or departments enrich

the workplace? Do the relationships between the organization and its constituency honor the interests of all stakeholders (Dicken, 1998)? For what actions does the organization formally reward or punish its members or its partners? Does leadership maintain balance among the various areas of an organization? Do planning, control, budgeting, and other information systems help organization members accomplish their goal (Garrett and Mitchell, 2001; Goeransson and Soederberg, 2005; Hersey et al., 2012)? With respect to public governance, public management, administration, and civil servant training, several aspects of this may be mentioned:

- *Humanistic values and orientations in all spheres of social life*: More than any other impact, all spheres of societal life are influenced by public governance, public management, and administration: humanistic values and orientations are particularly affected by social, political and economic development, cultural changes, and the repercussion of scientific and technological progress.
- *Humanistic values and orientations in all institutions and organizations of public sector and public administration*: All activities of these institutions and organizations as well as relations and interaction between these institutions or organizations and all layers and groups of society must be humane and humanistic by nature.
- *Humanistic values and orientations typical of the organizational culture and psychological climate of different institutions and organizations of the public sector and public administration*: Humanistic values and orientations should mirror the organizational culture and the psychological climate in the institutions and organizations of the public sector and public administration.
- *Humanistic values and orientations typical for main processes of decision making in all institutions and organizations of the public sector and public administration*: Decision making in all institutions and organizations of the public sector and public administration, especially the processes of strategic decision making, must be oriented toward the humanistic values and priorities.
- *Humanistic values and orientations typical of the mentality and culture of modern, educated and trained public administration specialists and civil servants*: Every modern, educated and trained public administration specialist and civil servant must be mentally and practically oriented toward ethics, moral, and culture.
- *Humanistic orientation included in the structure of qualification requirements, norms, and standards of public administration specialists and civil servants*: Humanistic orientation must be included in the structure of qualification requirements, norms, and standards of all public administration specialists and civil servants in all institutions and organizations of the public sector and public administration.

All this must be taken into account in all processes of public governance, public management, administration, and civil servant training.

System interactions

An essential condition for improvement of specialist development is creating links that expand *interaction* between educational systems and systems of professional activities (Merrill and Sedgwick, 1997; Steinmueller, 2002).

Interaction of educational systems with systems of professional activities can be enhanced by various measures. One of them is by establishing networks of professional organizations to spread specialists' knowledge and advanced the experience received in the process of the development across professional fields.

Quite a promising form of interaction between educational systems and professional systems is that of centers which spread knowledge and advanced experience and networks of such centers. Such centers could be established in cooperation with universities which have business and public sector organizations. They would attract university staff and university students for research and practical project design for which business and public sectors would be the first contractors; this would implement the idea of interaction between specialist development systems and professional systems.

Any type of interaction of public administration and civil servant training with other systems of professional activity must adhere to and perform along the lines which have been specified above and can be summarized in three prerequisites:

- High standards of humanism, democracy, embedding in civil society, wide erudition, and professional competency as well as efficiency in fulfilling administrative and managerial functions.
- Procuring an integrative combination of selecting and rating specialists, increasing their motivation, career planning, providing university education, full-time and part-time training, in-service training for qualification improvement and re-qualification, and development of personal qualities.
- Continuity and consistency of public administration specialist development processes and practical orientation of public administration specialist development to solving topical problems of societal development.

To facilitate all this, it is necessary to provide life-long integrated university education (Leydesdorff, 2004; Melnikas, 2002, 2014). Life-long integrated university education means that all the tools for specialist development are integrated into one single individualized process of university or university-related studies adapted to the development of every single specialist. This

process has to include all stages of a specialist's development during his/her career – from obtaining initial qualification to further qualification improvement.

Conclusions

Improving the capabilities of public administration professionals and the public sector at large is a very important means to modernize the contemporary society, with priorities to be set for intellectualization, ability to react to increasingly rapid changes, tolerance, adaptability, and competitiveness. To meet the challenges of globalization and creating a knowledge-based society, professional staff in public administration, humanly oriented and with wide-ranging capabilities, should be at the forefront and play a model role. Improvement of public governance, public management, and administration, as well as the development of civil servant training systems, will improve not only public administration but also the public sector in general.

When examining the methods of developing human resource potential in the public sector, we find that there is no single, comprehensive model. What is needed, though, are consistency of change management in every institution, ensured by its management on the basis of accumulated practice and view of pertinent issues, new ideas and possibilities, new means of forecasting and modeling the situation. Therefore, the process of public administration professionalization requires high managerial competence, thorough knowledge of the environment, and reliable information.

Resource development in the public sector must be perceived as a system. In order to develop a strategy for designing this system and to outline ways of its implementation, a creative approach is required that integrates advanced strategic management models, adequately adapted, into human resource development.

The implementation of this system must follow these essential guidelines:

- Ensure monitoring of the state of the human resource system: implant the system of human resources into the context of public sector reforms, internationalization, and innovation; relate to particular issues in the various hierarchical management levels; and set goals and priorities of strategy in concordance with the human resource system.
- Make everyone understand that improving the human resource system and its implementation play decisive role in determining the success of the public administration reform.
- Connect improvement of human resources for public administration and for the public sector to the issue of modernization. This gains special significance under the situation of globalization, new development of international relations, and creating a knowledge-based society.

Design and implementation of the system must be based on the fundamentals of humanistic values and orientations. They apply to several categories as mentioned:

- Contextualization to all spheres of the societal life, including those in different sectors of economy, and in all spheres of social, political, and economic progress.
- Representation in each and every institution and organization of the public sector and public administration.
- Association with the organizational culture and the psychological climate of the institutions and alignment with the typical main processes in decision making.
- Adaptation of the mentalities and cultures of public administration specialists and civil servants supported by modern education and training.
- Inclusion into the structure of qualification requirements, norms, and standards of public administration specialists and civil servants.
- Incorporation into all processes of public governance, public management, administration studies, and civil servant training.

Integrating humanistic values and orientations into all the processes of public governance, public management, administration, and civil servant training is the governing precondition for real improvement of the system of public governance, public management, and administration. It contributes to the formation of individuals employed in public service and of those affected by public service, and it is decisive as well for increasing the quality of public governance, public management, and administration and for meeting the challenges of globalization and of creating a knowledge-based society.

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