Towards Excellence in Public Administration Education and Training: an African and South African Experience*

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ABSTRACT

Not only did globalization bring about profound changes to public administration worldwide, but it also challenged the implementation of the New Public Management (NPM) paradigm in terms of service delivery, posing the question whether public administration must reinvent itself to address these challenges more effectively. Many changes that have been implemented in the public sector have not been based on evidence that change would benefit those using the services, those working in them and the community as a whole. Taking cognizance of especially the current African and South African higher education environment, it became clear that in order to move towards excellence in public administration education and training, the curricula must be amended and should the focus be on particular skills to be transferred to learners to address the above- mentioned situation. The question arises whether the nature of these developments would be relevant to the needs of both the learner as well as public institutions.

Key words: globalization, public administration, new public management, training, training and education challenges, quality assurance, curriculum content, institutions of higher learning, Africa, South Africa

JEL: H11, H83, I23

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1 Introduction

Although globalization means different things to different people, the debate between its advocates and detractors about its significance continues to be emotionally charged and intellectually vigorous. New challenges of governing, the growing complexity of policy issues and low public administration productivity came to the fore, more so in developing countries. The public sector should play a particularly important role in developing countries, working to extend services and reduce inequalities, and demonstrating to citizens that their society is capable of organizing itself in an efficient way. In Africa and specifically South Africa the public service is unfortunately rapidly gaining a reputation for inefficiency, corruption and incompetence as governmental institutions routinely receive qualified audits, thereby undermining, rather than maximizing, the developmental potential of the country.

A fundamental challenge to rectify the above-mentioned situation is to provide top, scarce skills and leading technology in preparing individuals for the public service, as the situation cannot be solely blamed on the public service *per se*. The array of public policy documents which were introduced to address these challenges confirmed global experiences that it is a complicated process which requires not just the generation of creative ideas and their formulation in policy documents, but the implementation of these ideas into practice to ensure excellence. As the implementation of these policies requires highly professional staff at all spheres of public institutions, the role of education and training in building these capacities has unfortunately not been taken seriously. Those involved in training the future generation of public servants should therefore critically assess the nature of their activities in order to ensure that excellence in public administration education and training can be promoted. Regarding the research method, a literature study of appropriate primary sources containing authoritative publications, books, journals, the internet and official documents such as departmental policies was conducted to gather information, while the field operations included interviews with practitioners and academics in the field of public administration and management. In the article attention will *inter alia* be focused on globalization and the changing face of public administration and management, challenges facing higher education in Africa and South Africa and arrangements to ensure excellence in public administration and management education and training to ensure global competitiveness.

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2 Globalisation and the changing face of public administration and management

Globalization, with its emphasis on the growing interdependence between nations and its economies, is bringing profound changes in international relations. Driven mainly by the precepts of the private sector and the tenets of the market economy, globalization engages and at times collides with international, national, regional and local systems of government, with the resultant consequences for an accountable and competent public sector. Farazmand & Pinkovski (2007, p. 9) are, however, of the opinion that given the competitive nature of globalization, it did not have the transformational impact envisaged and that it did not lead to the building of effective governance systems, with competent bureaucracies concerned mainly with how they can most effectively serve citizens, promote the common good, and be accountable for the policy choices. Globalization has also seen a declining faith in the state and public administration with management being regarded as the key to improved public administration. Private sector management is seen as the inspiration for improved public management, in the context of a shift in focus from administration to delivery, and can be summed up by the term New Public Management (NPM). Generally speaking, this trend could be described as a transformation from public bureaucracy to one model of administration that is business like, but is not like a business. New Public Management highlights the adoption of a business outlook and this is manifested through a set of techniques and methods related to performance evaluation and measurement and by a set of values such as productivity, competitiveness and quality. Business logic is the dominant one which underlines in the core values of administrative culture (efficiency, effectiveness and economy) without replacing the traditional values of legality, impartiality and equality (Van Dyk-Robertson, 2010, p. 4).

The new environment has aimed at producing a more responsible and efficient customer-focused service. These reforms, largely influenced by the market model, are founded on the following two postulates: that management methods originating in the private sector are superior to those traditionally used in the public sector, and that the management of the economy must gradually give way to market forces (Argyriades, 2006, p. 159). The demand for NPM therefore aimed to not only improve administrative output technically, but also to develop public relations

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techniques based on communication skills, simplified administrative formalities and procedures, cooperation in public affairs, safeguarding the public interest, developing partnership practices, transparency, fighting corruption, promoting a code of ethics, citizen participation in public affairs and consultation. The objective therefore was to turn administration into a tool for development and social change, imbued with a concern for performance and greater consideration for the general interest in order to give priority to the interest of citizens by promoting moral values and civic trends.

Argyriades (2006, p. 155), however, is of the opinion that developing countries have been victims of one-dimensional thinking which was sold to the world as the definite answer to public sector reform. The market model sought to convert the government to private sector ways and purported to develop a science of administration with principles of universal validity. The result has been a decline of public integrity and quality of performance. The observable erosion of public professionalism was also aggravated (Fraser-Moleketi, 2007, p. 3). To advance social justice, enhance the quality of life and effectively fulfill its civilizing mission, public administration must, according to Bourgon, 2007, p. 15) reinvent itself, rescue the public sector and restore to the institutions of government and governance the capacity to plan, to think, to "weave the future" and to lead responsibly. It is thus imperative to redefine the basic values underlying the system of government and to base these elements on solid foundations. Values are central to any far-reaching government modernization process to ensure that quality service delivery takes place (Van Dyk-Robertson, 2010, p. 5).

As a result of these trends, the options open to governments are narrowing at a time when the pressure to be internationally competitive intensifies. Although states retain their sovereignty, their governments continue to suffer an erosion of their authority, i.e. being less able to control the movement of money, information and people. Governments now have to deal with the pressures of globalization at one level and at another, the demands of grassroots movements such as labor market policies and practices.

Global competitiveness, coupled with technological innovation, has thus shifted economies from industrial production to knowledge based production of goods and services. Knowledge based capital concretely

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means acquiring or generating patents and products through research and development, which in turn requires ensuring increasingly sophisticated skills and knowledge levels of human resources. While institutions are applying varied strategies to stay ahead of global competition, the value of human capital would be put in jeopardy without continuously investing in the skills and knowledge capital of the workforce through *inter alia* training. Fraser-Moleketi, (2007, p. 2) is of the opinion that African countries, including South Africa, must improve the performance of their public sector if they are to achieve their goals of providing better services to their citizens and be globally competitive. According to the Public Service Commission (PSC, 2007, p. 8) the functioning of the machinery of government needs to be strengthened through the development of appropriate skills to ensure that institutional capacity is built and services can be delivered optimally.

To therefore be globally competitive and to deal with the demands being brought about by the above-mentioned changes, it will necessitate new types of skills and specialized knowledge of various kinds which politicians/public servants do not at present possess and may not be able to acquire. In this regard, public sector education and training play a meaningful role and should attention be focused on higher education in Africa and Southern Africa.

3   African higher education: Challenges in the 21st century

African higher education faces unprecedented challenges. Not only is the demand for access unstoppable, especially in the context of Africa's traditionally low post-secondary attendance levels, but higher education is recognized as a key force for modernization and development. African higher education has furthermore become a complex undertaking due to the prevailing complexity, magnitude and diversity of the problems to be tackled, and often contradictory and vague policy guidelines being pursued by various role-players. The system is also fettered by limited resources, stifling creativity through excessive state control and lack of vision (Teferra & Altbach, 2004, p. 24; Blaine, 2009, p. 1). The problems encountered at policy and practice levels are complicated by a lack of theoretical perspectives that can guide the analysis of the current situation and provide pointers for the future. The theoretical crisis facing higher education is not unique to this sector, but pervasive to all fields of

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development as a result of the global changes and theoretical discourses which have occurred. African higher education is therefore facing the double crisis of theory and practice, coupled with the challenges of poverty, rising unemployment, a high rate of population growth, political instability and conflicts, falling commodity prices, foreign indebteness, a rising tide of democratization which impinges on the growth and operation of the education and learning processes, cultural issues and the capacity to benefit (Lwendo, 2009, p. 1; Kirkland, 2009, p. 34).

The decline of state capability to provide meaningful and relevant education to those who need it has been one of the major disappointments among some African states, for example Ghana, Ethiopia, Zimbabwe and Tanzania (Acemoglu et al., 2010, p. 23). The tension of rising demand at all levels in the midst of declining public resources allocated for education, and prospects of unemployment has left many disillusioned by the education system leading to a loss of the legitimacy by the state and the ruling classes, and particularly those with responsibilities for management of the system. Levels of knowledge and skills in the populations at large need to be increased, and to bring about greater openness to technological change and behaviors required for these countries to enter the virtuous circle of education development (Lwendo, 2009, p. 2).

It can thus be deduced that there are three broad areas of concern which pose as dilemmas and challenges to policy-makers, communities, researchers and practitioners. The first is related to social, cultural, economic and political contexts which have to be addressed appropriately. Secondly, the consequences of this context of learning processes have to be analyzed and understood. This will facilitate the emergence of policies and responses necessary to resolve the prevailing contradictions, and face up to challenges existing in the higher education sector. Thirdly, in dealing with the above concerns, there is an overriding question as to what assumption and theoretical frameworks are to be utilized in search of openings out of current dilemmas, controversies and challenges.

A serious consequence of the above-mentioned conditions is the impact on higher education as characterized by increased enrolments, erosion of the autonomy of IHL (Institutions of Higher Learning), deterioration of libraries and teaching facilities, and the overall decay of

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intellectual and professional life. Institutions of higher learning are therefore marginalized in terms of production of research knowledge and data that impact on the development of their societies (Acemoglu & Robinson, 2010, p. 23). To therefore address the challenges highlighted above, attention will be focused on the arrangements to ensure excellence in public administration education and training.

4 Arrangements to ensure excellence in public administration education and training

The crucial question for public administration professionals is whether the conventional pattern of adult training provides a practical, contextualized form of rationality to meet the above-mentioned objectives and which makes learning of the necessary skills possible as a response to reform efforts. In South Africa, for example, the answer to this question is unfortunately negative. The reason being that the systems and practices of training with reference to the government do not appropriately address the increasing demand for high-level, up-to-date knowledge and skills, due to its mission and purpose, the criteria for success and its learning structures (Wessels, 2006, p. 1507; Nzimande, 2010, p. 67). This is supported by the Public Service Commission (PSC, 2010, p. 8) stating that the functioning of the machinery of government needs to be strengthened through the development of appropriate skills to ensure that institutional capacity is built and services can be delivered optimally.

In the field of public administration and management the Public Administration Leadership and Management Academy (PALAMA) is currently charged with building the capacity of public servants in the work sphere in South Africa. The goal of PALAMA is to foster and co-ordinate the delivery of training in practical management skills and in the common ethos and values required for a professional public service. As such, two major objectives will be strived towards, i.e. executive-level management development for the Senior Management Service (SMS) and the "massification" of middle and junior management (PALAMA, 2009, p. 11). However, the training assistance of institutions of higher learning and provincial academies are necessary to equip potential public servants with relevant skills before they get to the work sphere.

A factor which should be considered when dealing with the transfer of the skills and the impact of training in the public sector is the quality of the work of the service provider. Quality of work relates *inter alia* to

the qualifications, skills and experience of teaching staff and the relevance of the information being shared (compare Smith, 2003, p. 41). In the field of higher education in South Africa a host of legislation and policy initiatives were promulgated to implement reform in the areas of planning, finances and quality assurance. In the case of the latter, the Higher Education Quality Committee (HEQC) has been working on implementing a national system of quality assurance based on both (i) an understanding of quality as higher education institutions' main responsibility, and (ii) of the influence that the different historical trajectories, missions and aspirations of each institution have had on the current state of the higher education system and its future possibilities (HEQC, 2004, p. 3; HEQF, 2007, p. 5).

Simultaneously, the approach of the HEQC to quality assurance is premised on the view that facilitating the achievement of improved quality in higher education is a powerful way of giving effect to the reform objectives of equitable access with success and enhanced social responsiveness by universities. Taking this into account the HEQC has designed a system of quality assurance in which program accreditation, institutional audits and quality promotion and development, support and interact with each other as parts of an integrated system (HEQC, 2004, p. 5; HEQF, 2007, p. 8). The implementation of a quality management system is seen from a process perspective that takes into account the relationship between inputs, processes, outcomes and outputs in a developmental trajectory that has improvement goals (HEQC ,2004, p. 6; HEQF, 2007, p. 10; CHE, 2010, p. 1). In the field of public administration and management, quality assurance should be linked to the following issues associated with the curriculum in order to prepare future public servants to deliver efficient and responsive public services:

- a reorientation of the curriculum, especially for senior administrators and political executives, to emphasize the regional and international context of public administration and management;
- more emphasis in the curriculum (for public servants at all levels) on the issues of economy, productivity and efficiency, concerns for a social safety net, effectiveness of stated policy objectives and responsiveness to clientele groups; and
- public servants should not only be trained in "how to do more with less", but also be familiarized with the new socio-economic

development strategies, including new areas such as the environment and foreign trade, and investigate their administrative implications (Llorens et al., 2010, p. 123).

The National Association for Schools of Public Affairs and Administration (NASPAA, 2009, p. 16), an accreditation body for public administration/affairs programs in the United States of America (USA), proposes that public servants should have the required skills in the ability to manage in public organizations, to participate and contribute to the policy process, and to analyze, synthesize, think critically, solve problems and make decisions, and communicate and interact in diverse groups and in diverse settings. In contrast to this relatively broad, skills-based approach to the subject matter and expertise required by public affairs programs, the American Society for Public Administration (ASPA) identified subject matter areas that it deemed critical to quality education as follows:

> »organizational concepts and institutions, policy evaluation, budgeting and finance, public administration, ethics, and politics and legal institutions . . . public human resources management, information resources and management, and intergovernmental/ intersectoral relations« (Henry et al., 2008, p. 21).

The United Nations Department of Economic and Social Affairs/International Association of Schools and Institutes of Administration (UNDESA/IASIA) Standards of Excellence for Public Administration Education and Training (2010, p. 10) suggests that the program content of training programs of universities should reflect

- international state-of-the-art concepts and insights, theories and methods;
- the methods/procedures/policies taught should be "evidence-based";
- a multi-disciplinary basis;
- consultation about the needs of the organizations for which the individual is being prepared; and
- specific components which shall enhance the student's competencies, values, knowledge, and skills to act ethically, equitably, effectively and with efficiency.

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These components should include

- the management of public service organizations, that is human resource management; budgeting and financial processes; administrative and constitutional law; effective communication skills; information management and new technology applications. Van Jaarsveld (2010, p. 4) classified the information technology skills into three areas, namely
    - information and communication technology skills needed for modern life outside the workplace, known as digital literacy or e-literacy;
    - information and communication skills in the workplace necessary for responding to changes in business and industry; and
    - information and communication technology skills for specialists in the information technology industry.

- improvement of public sector processes focusing on the development of high performing organizations; management of networks and partnerships; the delivery of public goods and services; management of projects and contracts; supporting workforce diversity; motivation and design of public sector organizations;

- leadership in the public sector through *inter alia* creative and innovative problem solving; leading institutional and organizational transformation; conflict prevention and resolution strategies; promoting equity in service delivery; developing approaches to poverty alleviation; promoting democratic institutional development; public sector ethics;

- the application of quantitative and qualitative techniques of analysis focusing on institutional and developmental economics; policy and program formulation, analysis, implementation and evaluation; decision-making and problem-solving; and strategic planning;

- understanding public policy and the organizational environment, that is political and legal institutions and processes; economic and social institutions and processes; historical and cultural context; the management of economic development; and acknowledging and reconciling cultural diversity; and

- public sector ethos including being knowledgeable about and understanding democratic values; respect for individual and basic human rights; social equity and the equitable distribution of goods and services; social and cultural diversity; transparency and accountability; sustainable development; organizational justice and fairness; recognition of global interdependence; and civic engagement.

However, according to Bekker (2010) can the policy frameworks and procedures to ensure improved service delivery in South Africa be regarded as one of the best globally, but that the problem lies in the apparent inability among scholars in public administration to equip learners with the required skills to perform their responsibilities in accordance with the sometimes sophisticated procedural demands and the challenges for compliance with the prescriptions of all spheres of public institutions. It can therefore be deduced that training programs should capacitate future public servants to think analytically and critically; deal with complexities, uncertainty and ambiguity; be flexible; involve other groups and institutions in society to realize policy goals; and apply life experiences to academic and training activities. In this endeavor, cognizance must be taken of the above-mentioned components and should institutions of higher learning adapt their programs to reflect the new demands and realities facing those who are and will be guiding the public sector in the future to ensure that these institutions play their rightful role in ensuring efficient and responsive public services. This exercise must, however, according to Green et al. (2009, p. 18) not be equated to curriculum maps, which show areas of skills development within existing curricula, as such curriculum mapping has the potential to foster superficial and ineffective approaches to the development of the required skills.

5 Conclusion

From the discussion it can be deduced that although the envisaged advantages of globalization did not materialized under all circumstances, the constant questioning and striving to find better ways of delivering improved services must continue. To prepare public servants to adapt to these changing circumstances, it is clear that training is the mechanism which, if properly utilized, could bring about a visible change in the performance of the public service. The support of institutions of higher

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learning is crucial in this regard, and should these institutions critically assess the nature of their activities to assist in developing innovative professionals and to determine whether they play their rightful role in ensuring efficient and responsive public services. To address this situation, specific components which would enhance the student's values, knowledge, and skills to act ethically, equitably, effectively and with efficiency were proposed. These included *inter alia* the management of public service organizations, improvement of public sector processes, leadership in the public sector, the application of quantitative and qualitative techniques of analysis. Personal capacities to thus be analytical, flexible, applying life experiences to academic and training activities and dealing with ambiguity and uncertainty would therefore be transferred through these endeavors. Cognizance should, however, be taken that the proof of the success lies with the implementation of those actions to achieve the envisaged objectives.

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POVZETEK

K ODLIČNOSTI V VZGOJI IN IZOBRAŽEVANJU V JAVNI UPRAVI: IZKUŠNJE V AFRIKI IN JUŽNI AFRIKI

Globalizacija, ki prinaša naraščajočo medsebojno odvisnost med narodi in njihovimi gospodarstvi, povzroča globoke spremembe v mednarodnih odnosih in hkrati poudarja nove izzive upravljanja, vedno večjo kompleksnost vprašanj politike in slabo produktivnost javne uprave, zlasti v državah v razvoju. Žal globalizacija do zdaj ni imela pričakovanih transformacijskih učinkov in ni vodila k oblikovanju uspešnih upravljalnih sistemov, s sposobnimi uradniki, ki bi se trudili predvsem kako najbolj uspešno služiti občanom, kako pospeševati javne dobrine in sprejemati odgovornost za politične odločitve. Hkrati z globalizacijo se je zmanjšalo zaupanje v državo in javno upravo, ko se je upravljanje obravnavalo kot ključno za izboljšanje delovanja javne uprave. Zgledovali naj bi se po upravljanju v zasebnem sektorju, osredotočali naj bi se predvsem na rezultate storitev. Ta koncept se je uveljavil kot novi javni menedžment (New Public Management, NPM).

Za novi javni menedžment je najpomembnejši poslovni pristop, kar se kaže v številnih tehnikah in metodah, ki se nanašajo na vrednotenje in merjenje zmogljivosti, in v značilnostih kot so produktivost, tekmovalnost ter kakovost. Prevladuje naj poslovna logika, ki v osnovi upošteva vrednote poslovne kulture (učinkovitost, uspešnost in gospodarnost), ne da bi pri tem zamenjala tradicionalne vrline zakonitosti, nepristranosti in enakosti. Uprava naj bi torej postala orodje za razvoj in spreminjanje družbe, ob tem pa naj bi s pospeševanjem moralnih vrednot in smernic družbenega razvoja skrbela za zmogljivost in večje upoštevanje splošnih koristi, ob prednostnem upoštevanju koristi državljanov.

Kritiki novega javnega menedžmenta trdijo, da so bile države v razvoju žrtve eno-dimenzionalnega razmišljanja, ki so ga prodajali svetu kot končni odgovor na reforme javnega sektorja. Tržni model je poskušal spremeniti delovanje države v poslovanje zasebnega sektorja in je razglašal, da z univerzalnim in znanstvenim pristopom razvija upravo. Rezultat je bil, da sta se zmanjšali integriteta in kakovost delovanja javne uprave. Opazen je razkroj strokovnosti v javni upravi. Za rešitev nastalega stanja se bi morala javna uprava ponovno opredeliti, obnoviti bi bilo

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treba javni sektor in povrniti institucijam države in uprave sposobnost načrtovanja, razmišljanja, "tkanja prihodnosti" in odgovornega vodenja. Torej je nujno potrebno ponovno opredeliti osnovne vrednote upravljalskega sistema in jih postaviti na trdne temelje. Vrednote so bistvene za katerikoli daljnosežni process modernizacije države, če naj bi uresničili želeno kakovost storitev.

Javni sektor bi moral odigrati posebno pomembno vlogo v državah v razvoju, tako da bi povečeval storitve in zmanjševal neenakost ter dokazoval državljanom, da se je njihova družba sposobna organizirati na učinkovit način. V afriških državah, tako tudi v Južni Afriki, bi se moralo delovanje javnega sektorja izboljšati, če naj se dosežejo cilji boljših storitev državljanom in hkrati globalna konkurenčnost. Afriški sistem izobraževanja pa je postal zapleten zaradi velikosti in različnosti problemov, ki jih je treba rešiti, in pogosto nasprotujočih si in nejasnih smernic politike, ki jih uresničujejo različni subjekti. Sistem je vklenjen zaradi omejenih finančnih sredstev, hkrati pa pretirani nadzor države in pomanjkanje vizije dušita vsako ustvarjalnost. Problemi, ki nastajajo na ravni politike in prakse, se zapletajo zaradi pomanjkanja teoretične perspektive, ki bi lahko usmerjala analizo sedanje situacije in ponudila smernice za prihodnost. Teoretična kriza, s katero se srečuje visokošolsko izobraževanje, ni omejena na ta sektor, temveč se pojavlja na vseh razvojnih področjih kot rezultat globalnih sprememb in teoretičnih razprav, ki se dogajajo. Afriško visoko izobraževanje se torej sooča z dvojno krizo teorije in prakse, ki se ji pridružujejo problemi revščine, naraščajoča brezposlenost, visoka stopnja rasti prebivalstva, politična nestabilnost in konflikti.

Delovanje državne uprave je torej treba okrepiti z razvojem ustreznih veščin, ki bi zagotavljale, da se gradi insitucionalna zmogljivost in je mogoče storitve opravljati optimalno. To je nujno potrebno, zato ker sedaj sistem in praksa izbraževanja v javni upravi v Afriki in Južni Afriki ne zadovoljujeta naraščajočega povpraševanja po visokošolskem, sodobnem znanju in veščinah. Če naj bi upoštevali svoje poslanstvo in smotre, kriterije za uspeh in učne strukture, bi se bilo treba osredotočiti na kakovost ponudnika storitev, na usposobljenost, veščine in izkušnje učnega osebja in pomembnost informacij v sistemu zagotavljanja kakovosti. Uvesti bi morali akreditacijo programov, revizijo institucij, pospeševanje in razvoj kakovosti.

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**Towards Excellence in Public Administration Education and
Training: an African and South African Experience**

Zagotavljanje kakovosti v kurikulu vzgoje in izobraževanja za javno upravo bi morali povezati s spreminjanjem usmerjenosti kurikula, zlasti za vodilne uslužbence in voditelje v politiki, tako da bi poudarili regionalni in internacionalni kontekst javne uprave in njenega upravljanja: za javne uslužbence na vseh ravneh bi morali bolj poudariti vprašanja socialne varnosti, uspešnosti potrjenih ciljev politike in odzivnosti na potrebe skupin uporabnikov. Javnih uslužbencev ne bi smeli usposabljati samo za "kako z manj narediti več", temveč bi jih morali seznanjati z novimi strategijami socialno-ekonomskega razvoja, pa tudi z novimi področji kot sta okolje in zunanja trgovina, in jih usmeriti v raziskovanje, kako se ta področja povezujejo z delovanjem javne uprave. Vsebina izobraževalnih programov institucij visokega šolstva bi razen tega morala upoštevati najsodobnejše mednarodne koncepte in vidike, teorije in metode; metode, postopke, politike naj bi poučevali na temelju primerov iz prakse. Vsebina naj bo multidiscinarna in naj upošteva svetovanje o potrebah organizacije, za katero se posameznik pripravlja, in specifične komponente, ki povečujejo sposobnosti učečega, njegove vrednote, znanje in veščine, tako da bo ravnal etično, pravilno, uspešno in učinkovito. Vsebina naj zajema med drugim upravljanje organizacij javnega sektorja, izboljšanje procesov v javnem sektorju, voditeljstvo v javnem sektorju, uporabo kvantitativnih in kvalitativnih tehnik analize in razumevanje javne politike ter organizacijskega okolja. Sposobnosti zaposlenih naj bi bile torej analitične, prilagodljive, povezovale naj bi življenjske izkušnje z aktivnostmi med visokošolskim študijem, tudi npr. kako odločati v okolju nejasnosti in negotovosti. Tega usposabljanja ne bi smeli enačiti z obstoječimi predmetniki, ki omogočajo sedanji razvoj veščin v kurikulu. Tako programiranje kurikula bi spodbujalo površen in neuspešen pristop k razvoju potrebnih znanj. Na koncu pa bo pravi dokaz o uspehu šele uvedba tistih dejanj, ki bodo dosegla načrtovane cilje.