



Volume X • No.1 • Winter

news 2003

Quality Assurance in the Field of Civil Service Training

Yrjö Venna, Finnish Institute of Public Management, Finland

Michael Kelly, European Institute of Public Administration, The Netherlands

During our consultancy assignments on civil service development in CEE, we have come across the question how can the civil service authority be assured about the quality of training that is offered to the civil servants. The concern is well justified: As public money is spent there should be some guarantees of quality. An administrative solution was often considered: The idea was that there should be an accreditation system to authorise certain training institutions to provide training for civil servants. E.g. such solution was considered in CZ for a couple of years ago. In Lithuania, LIPA checks and authorises the curricula for civil servants of the other training centres, and as for accreditation it was proposed, that a training centre should have been in operation for two years before accreditation. In Armenia, according to the new Civil Service Law, the Civil service Council will



[continued on page 2] >

PA in CEE

Quality Assurance in the Civil Service /1

Studies, Programmes & Projects

European Public Space /8

Announcements

Position Offer /9

IREX Grant Opportunities /9

PA on Internet

Interesting Web Sites /10

Review of Activities

Calendar of Events /11

Visiting Professors /12

Recent Publications /12

Recent Events

Training for European Integration /15

NISPAcee Events

Teaching Politico-Administrative Relations /16

Training Course: "How to Be a Better Policy Advisor" /17

NISPAcee Announcements

Occasional Papers Series /18

Translations into CEE National Languages /18

Joint NASPAA-NISPAcee Project /18

11th Annual Conference /19

NISPAcee Membership /20

>[continued from page 1]

authorise training centres and programmes for civil servants, on the recommendation of the Armenian Institute of Public Administration. It is interesting to note that such administrative procedures are not in use in the EU member states, although the quest for quality is equally important. Different solutions were developed.

In the article we have looked at the various approaches and solution to this complex problem. The article is based on our experience as civil service training practitioners and development consultants.

We would like to address the article to the civil service training authorities in the CEE and awake discussion around this issue.

1. Introduction

The training and education provision needed by a modern public administration system involves a wide variety of training providers and programmes. At one extreme, the professional formation of people who intend to spend their careers in the public service involves the university systems of each country, and perhaps at different levels of qualification (diploma, degree, post-graduate etc.). At the other extreme, almost all public bodies need some capacity to provide basic training for their own staff, in areas such as induction training, training in the specific procedures and regulations of the organisation etc. Between these extremes there is a continuum of training needs which may be met by a variety of in-service training centres, schools or institutes of public administration, and many private companies that provide relevant training courses.

Seeking to ensure the quality of the training available to the public servants in any country involves

- Assessment of the training needs in the public service,

- Assessment of the various sources of training available, with a view to exploiting and supporting the best sources available,
- Evaluation of training and education which has been delivered, to ensure the quality and effectiveness of the activity, and
- Monitoring developments in public administration domestically and internationally, to identify and fill any emerging gaps in the training available.

2. Accreditation of training organisations

For the purposes of accreditation, the wide range of potential sources of training and education breaks into two main categories. The first of these, which will be called 'the official sector', comprises the educational institutions that form part of the formal educational system, and are subject to a formal and legally regulated control, recognition and evaluation. The quality is normally assured by controlling the quality of 'inputs', such as teacher qualifications and curricula, and that of 'outputs', such as examinations and requirements of diplomas. In this sector, any customer of the service enjoys a certain assurance of quality and reliability – there should be little or no danger of total failure of the system.

At the same time, official accreditation of an educational institution is not itself a guarantee of the highest standards of training quality or effectiveness. Even in the case of university-based courses, and in the presence of an effective academic accreditation system, problems can arise in relation to the most appropriate faculty to host public administration, and the correct balance of different disciplines (law, management, etc.) in a public administration degree.

Beside of the legally based control by the education authorities,

voluntary accreditation procedures have emerged. The European Association of Public Administration Accreditation was founded in 1999 by a number of European universities running public administration programmes. The accreditation process is organised by the Accreditation Committee of recognised professors of public administration. Accreditation is granted for a seven-year period. After that, a review is required for continued accreditation. The intention is to contribute to the quality improvement of the European academic PA programmes.

The other part of the training 'market', which will be called 'the unofficial sector', comprises the various institutes, schools, training centres and private companies, which provide training services. In this sector, no officially recognised diplomas are issued, and there is no official system of accreditation. Other approaches are necessary to try to ensure the quality of the products.

The absence of accreditation is not simply a result of lack of proper control: it is also a reflection of the realities in this sector. By definition, the 'official sector' is generally involved in long-duration courses, lasting a number of years, and being relatively stable in the medium to long-term. The content of a public administration diploma or degree does not change very rapidly. On the other hand, the activities in the 'unofficial sector' are typically short-duration events, often lasting only a few days. These training products also tend to be rather volatile in content, as they seek to be as up-to-date and advanced as possible and to respond to the rapidly changing needs. In these circumstances, a system of accreditation of the institutions would be difficult or even impossible. It might not even be useful. The fact that an institution could display some official recognition or accreditation

might not be any reflection of the quality of its products in changing conditions, and might even serve to mislead customers as to the reliability or quality of the training provided. An official accreditation system may also be an obstacle to market entry to expert organisations that may wish to challenge the established training institutes and are willing to invest in quality.

3. Self-evaluation by a training institute and trainees

A systematic training process includes the following phases:

Evaluation of training is an integral part of the process. It means to assess the value or worth of training and to collect feedback information for improvement of the process. Self-evaluation belongs to a good professional practice of a training institute. Learners and

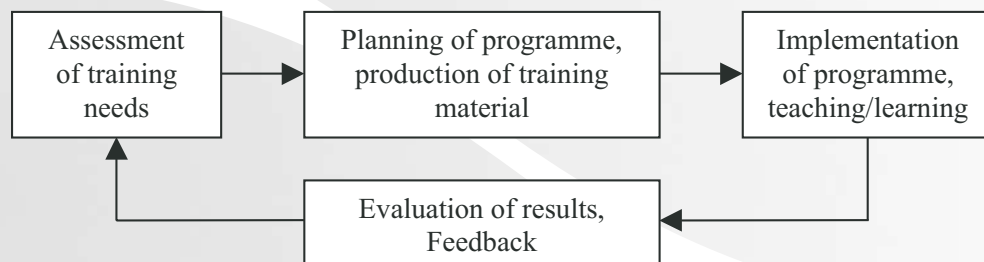
trainee commands the learning content;

- *Work performance:* Application of training results in the work environment. The best evaluator often is the trainee him or her self, who can assess how relevant the training really was in the work situation. Data can also be collected from supervisors or clients. Sometimes statistical information may be available, such as productivity indicators, complaints, etc. that reflect the impact of learning;
- *Organisational performance:* The ultimate goal of personnel training is to enhance the achievement of the organisational objectives. However, the efficiency and effectiveness are resultants of many internal and external factors and it is seldom possible to separate the impact of one

is the reason why many training institutes use rather superficial methods as a standard procedure, and do more intensive evaluations only when there is a special reason for it, e.g. when considerable investment has been done on the development of a new training programme.

An external training institute can always carry on evaluations on the first two levels as it can control the training process. Extending evaluation to the work situation after the training needs cooperation with the client organisation. An internal in-service training unit has easy access also to the internal information of the organisation and can do follow-up studies more easily.

Self-evaluation is cost-effective method and it should be a standard procedure of a training institute.



trainers consider the learning process in terms of their objectives and expectations, and become the real evaluators of the training process. This is a cost-effective way of quality assurance. The depth and method of evaluation may vary according to the needs as follows:

- *Trainee reactions:* The opinion and satisfaction of the participants are collected with a questionnaire and with interviews. The focus is placed on the relevance of the learning experience to the work situation. This method can be compared with a survey on consumer satisfaction;
- *Learning results:* Examination, test or special assignments can be used that show how well the

factor, e.g. training. Comparative studies between similar organisations may shed some light to the question whether training intensive organisations perform better than less intensive.

The methods are in a logical order so that the first mentioned level is a precondition for the next level, i.e. trainee satisfaction is a precondition for learning results, and those for the improvement of work performance, etc. The deeper one wants to go in evaluation, the more complicated the issue becomes and the more elaborate and time-consuming (and expensive) methods must be used. Rigorous evaluation would need a research set-up including test and control groups and before training and after training measurements. This

However, it has also drawbacks. Both trainees and trainers may be tempted to give too positive evaluations in order to please the organisers and to avoid possible negative consequences. Such information would not lead to the improvement of the process. To balance the bias also external assessments should be used in combination with the self-evaluation.

4. Competitive tendering and contracting

In the quest for higher efficiency and cost-effectiveness in organisations, internal services have been contracted out and contracts have been awarded to external providers on the basis of competitive tendering. Market forces are used to control the price of the service and also to achieve the best possible quality with the money available. If the value of the service exceeds certain threshold, the established public procurement procedure must be followed. Even when less

expensive services are being purchased, it is prudent to follow the same principles, although the law may not require that.

In practice, the purchaser and provider roles are separated. The training unit of the organisation has a budget and acts as an agent for the organisation. It analyses the training needs and determines the terms of reference for the training programme and asks bids from qualified public and private training providers. The procedure has the following steps:

- (1) Specification of the needed training programme, participants and other important information to be included to the terms of reference;
- (2) Analysis of the market, identification of potential public and private suppliers (short-list);
- (3) Establishment of evaluation criteria;
- (4) Invitation to tender to the short-listed training suppliers;
- (5) Evaluation of the bids: technical quality and price;
- (6) Contract negotiations and contract;
- (7) Monitoring and evaluation of the delivery;
- (8) Payment transactions according to the contract.

The core of the procedure is the contractual relationship between the purchaser and the provider. The contract can be concluded for a particular one-off training programme, or for a series of seminars. An important element is that when the contract has expired there are no commitments from either side. A new competition may be arranged for a new contract. If the supplier of training wants to win the new contract, he or she must keep the quality of service on a high level. It is relatively easy to replace contractor whose performance is disappointing or unacceptable.

Competition is also a simple way to determine the correct price.

However, the offered prices should be comparable and include all cost components. This is normally no problem when dealing with private companies, as they need to cover all their costs. It is more difficult to analyse the prices offered by public bodies, such as universities, because they are funded by the central government budget. They may take into account only the direct costs related to the activity and leave out the overhead costs already covered by the state budget (such as administration, rent of facilities, depreciation of equipment, etc).

A precondition for a competitive tendering is that there are enough competent suppliers to allow the competitive forces to play. If genuine competition cannot be secured, then the arrangement of a tendering process would be a waste of time. It would be better to ask for a technical and budget proposal from a dominant and competent training institute and to award a *direct contract* to it. Even in this case the benefits of the contractual relationship will materialise.

Successful contracting requires experienced people at the contracting authority. Contracts need to be written with considerable care, so that the expectations are clear. Once awarded, contracts need to be monitored closely to be sure that contract terms are implemented. A bad service cannot be returned like a defect commodity. See Tab. 1.

While it is undoubtedly true that the private sector can provide some kinds of training for public bodies at a quality or price which is very competitive, it should not be assumed that private sector suppliers can meet all of the specialised needs of the public service. A private supplier will mostly provide services for which there is a profitable market. This might not be true of the more specialised aspects of civil servant training

where target groups are small and training needs relate to e.g. implementation of particular government regulations.

5. Application of ISO 9000 standards to education and training

'ISO 9000' is the commonly used name to label a series of international standards for quality assurance within organisations. Originally designed for manufacturing industry the standards have been applied since the early 1990s also on the other sectors of economy. The most important standards in relation to services are ISO 9001 and ISO 9002. The official title for ISO 9001 is *'Quality systems. Models for quality assurance in design, development, production, installation and servicing'*. ISO 9002 is similar except that design is not included. These two norms allow certification of organisations by a third party.

Quality assurance can be applied to a particular activity, e.g. document and data control, or to all processes in the organisation. The standards identify 20 processes or clauses. If the quality assurance is applied for all organisation's activities, a 'quality management system' is in place. ISO 9001 and ISO 9002 contain a number of requirements, which should be met by such a quality system. Van den Berghe (1998) has grouped them into three sets:

- General requirement of a quality system (management responsibility, quality manual and procedures, appointment of a quality manager, availability of qualified resources and staff).
- The need to maintain documented procedures on the key processes of the organisation (design, development, purchase, delivery, etc).
- Specific quality assurance mechanisms, including tests and inspections, keeping quality records, dealing with non-con-

Tab. 1: Gromley (1994) gives the following general guidelines for contract management:

Managing Contracts

<i>Contract Award:</i>	<u>Sole-source contracting</u> is dangerous but may be unavoidable in some instances.	<u>Competitive bidding</u> is superior, though it does not guarantee meaningful competition.
<i>Contract Design:</i>	<u>Ambiguity</u> can result in cream-skimming but may be necessary for coping with changing environment.	<u>Specificity</u> is desirable but can result in problems should circumstances change suddenly.
<i>Contract Implementation:</i>	<u>Loose monitoring</u> can lead to cost overruns and mismanaged programmes.	<u>Tight monitoring</u> is recommended but can degenerate into micro-management, beancounting.

formance, keeping documents up-to-date, conducting internal audits and holding regular management reviews.

Compliance with the requirements of the standards can be certified by an independent third party. Most developed countries have a national organisation that is entitled to accredit national certification bodies. The certification body is then allowed to audit the target organisation for compliance with the criteria, and if successful, to award a certificate. The certificate is valid for a period of three years.

The certification body must be paid for its services. This may involve considerable costs. Van den Berghe estimates that the cost for an education and training institute may vary between 2,500 and 10,000 EUR. He notes that this expenditure is only a part of the overall costs of certification. The main part of the expenditure is the salary costs of staff involved with the implementation and maintenance of the quality system.

It is important to note that ISO 9001 and ISO 9002 are system standards. The certificates indicate that the organisation is well able to meet the demands of the customer in a controlled way. The label does

not guarantee that the products of the organisation are of highest possible quality. This systems approach to quality is different than the concept of 'quality standards' normally used in education. Official 'standards' for education refer to the quality of inputs, (e.g. qualification of teachers, contents of programmes) or to that of 'outputs' (thesis documents, examinations, and diplomas).

Although originally designed for the manufacturing industry, the ISO 9000 has also been applied in a few education and training institutes. The reasons have been to genuinely develop a quality assurance system and to promote the high quality image with high visibility and credibility. Certification has also been a response to external pressures from customers, government or funding bodies. On the other hand, there are also counter-arguments and disadvantages, such as (Van den Berghe):

- interpretation problems. A critical point is the definition of 'product'. Is it the 'learning output', the 'learning process', or the 'training programme' that is offered? The 'testing and inspection' requirements depend on the definition of the product.

The standard contains many parts, which need subjective assessment for a particular training provider. No authoritative guidance exists on such issues, and the definition depends on the agreement with the auditor. This may lead to different interpretations between certification bodies;

- insufficient relevance of some of the components for training and education, and lack of some issues which are considered critical to education and training;
- time consumption and costs;
- risks of increased bureaucracy in form of detailed documentation and quantity of records kept.

As we can see the disadvantages tend to be more numerous than the advantages. Many education and training practitioners wonder whether ISO 9000 certification would be the best way to improve quality within education and training institutes. Van den Berghe remarks that for many the benefits remain doubtful, not to mention costly.

6. Other Quality Management approaches: EFQM model

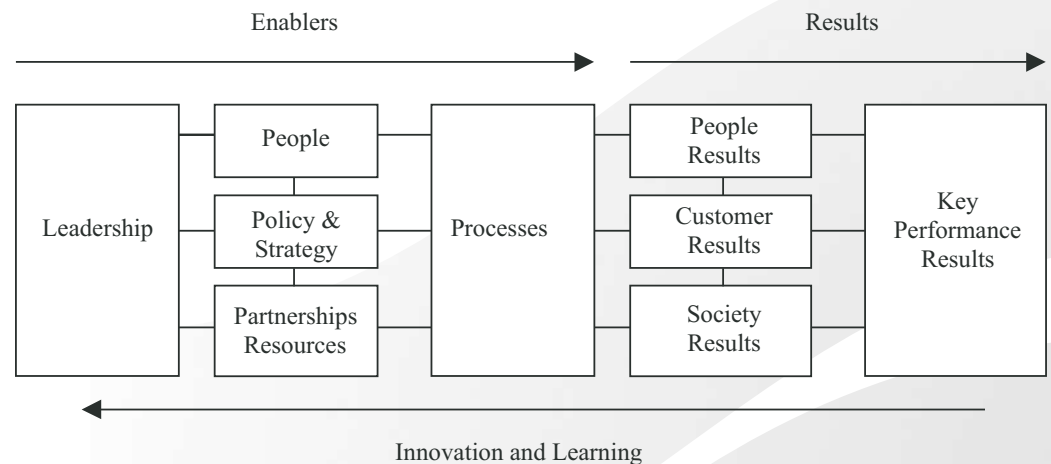
Total Quality Management (this term has been used extensively, but is sometimes replaced by other equivalent terms such as Business Excellence) is a methodology that is receiving increasing attention in European public administration as a way to achieve higher levels of organisational performance and quality of services. Developed originally in the private sector, TQM is based on the use of a conceptual model of an organisation, which is applied as a 'standard' for measurement of the organisation. The model is designed to cover all aspects of the operation of an organisation, hence the reference to 'total', and to provide examples of 'best practice' in all aspects, which can be used to judge the comparative performance of the organisation being assessed.

The European Foundation for Quality Management (EFQM) was founded in 1988 by the Presidents of 14 major European companies, with the endorsement of the European Commission. The present membership is over 600 organisations ranging from multinationals to research institutes and universities. Its mission is to support organisations to improve activities leading to excellence in customer satisfaction, employee satisfaction, and impact on society and business results through Total Quality Management.

While there are other organisational models in use, the EFQM model is the most commonly used in Europe. It is the basis for the European Quality Award (which is supported by the European Commission) and is used extensively in the public sector

in a number of EU member States (especially the United Kingdom, Denmark, the Netherlands, Finland and Portugal).

EFQM developed an Excellence Model, which is a framework based on nine criteria. Five of these are 'enablers' and four are 'results'. The 'enablers' cover what the organisation does. The 'results' cover what the organisation achieves. The EFQM Model is presented in a diagrammatic form below:



It should be noted that TQM is related logically to other methodologies for quality assurance and organisational development. The ISO certification system, already mentioned, is concerned directly with the *processes* which are employed in an organisation, and is therefore linked with the central box in the model above, and not with the other aspects. If the work of an organisation depends on a number of key processes, it may be advisable for such an organisation to seek ISO certification, in parallel with or instead of TQM. A training institution, for example, could identify key process in areas such as course delivery or general publicity, and might set out to gain ISO certification. (The Greek National Institute for Public Administration, for example, has done so). On the other hand, a public Ministry or regulatory agency, which had no key processes, would probably not find such a move useful.

7. Organisational self-assessment with the Common Assessment Framework (CAF)

It is common practice to perform an analysis or assessment of an organisation before deciding programmes for organisational development and improvement. The process of analysing and assessing an organisation can be based on many different methodologies and systems, but also on different approaches to the assessment. The most rigorous, thorough and reli-

able assessment will probably require a detailed analysis by external consultants who are expert in this field. However, this is likely to be the most expensive approach, and may cause staff resistance or other problems.

An alternative approach, which avoids these difficulties, is a process of *self-assessment*, in which the employees of the organisation perform the assessment of the organisation. As well as avoiding heavy costs, this has advantages of involving the staff in the process, giving them the opportunity to express opinions and helping to explain the reform measures. While the internal staff may lack the specialised training and experience of the expert consultant, they have the advantage of knowing the organisation and its actual problems.

Because the staff engaged in a self-assessment exercise are unlike-

ly to have any special training or experience in organisational analysis, a self-assessment procedure must be structured in some way, and must be based on framework which 'guides' the self-assessment. A suitable framework will pose the correct questions for a self-assessment exercise, but the questions must be considered and answered in a setting, which is likely to lead to the most accurate and useful responses.

Self-assessment is a procedure which can produce an assessment of the organisation at little cost and quite quickly. The findings will not be as detailed or as thorough as a full analysis by external experts, but they can still be useful as

- (1) an introduction to the field of quality management,
- (2) an *initial* indicator or strengths and weaknesses in different parts of the organisation's performance,
- (3) a basis for comparison with the performance of other comparable organisations,
- (4) an insight into how the organisation appears to the employees,
- (5) a possible source of ideas on how and where to work on improvement of performance.

The public administrations of the 15 EU Member states, and the European Commission, have co-operated to produce a new assessment framework, which will be available free of charge to all public sector organisations. The Common Assessment Framework or CAF was designed to use the best knowledge and experience from existing models, mainly the EFQM model and that of the Academy of Public Administration in Speyer and in particular to present a model which was designed for use in public administration.

The CAF can be used in any public organisation, including training institutions, which wish to apply the quality management

approach in developing their performance. The European Institute of Public Administration (EIPA) has played a central role in the development of the CAF, and is establishing a resource centre to support further developments in this field.

8. Benchmarking

Benchmarking is a practice that seeks to exploit the potential for organisational learning and development by establishing factual comparisons between the performances of comparable organisations. As well as providing some measurement of comparative performance, it is also directed at finding practical guidance and advice from organisations, which have achieved high standards of performance. Of course, any systematic benchmarking exercise would need some tool for measurement of organisational performance, and this provides a linkage with TQM. Any TQM methodology, which produces an assessment of organisational performance, would support a search for organisations showing high performance, and would also distinguish between the performances of different aspects of the organisations.

Some benchmarking has been done among the national institutes of public administration in the EU, in cooperation with the European Institute of Public Administration (EIPA), and further work is planned, using the CAF as a framework.

9. Conclusions and recommendations

Where a provider is subject to an official system of accreditation, the customer has at least some degree of guarantee as to the quality and reliability of the supplier. Official accreditation is feasible and useful in respect of the long-duration and relatively stable professional education of civil servants that leads to a recognised certificate or

diploma. It is not appropriate in the other part of the training 'market' where training events are short and tend to respond to the rapidly changing needs. Instead, a variety of measures have to be adopted in the search for quality.

Some of these alternative approaches provide some independent evidence of good performance, high standards or professional competence on the part of the providers. Where an organisation can show that it has voluntarily achieved an award or some other form of certification, or that it has applied effective quality standards internally, this provides some basis for believing in the quality of the organisation.

However, no form of accreditation or certification can be trusted to ensure that a provider will always deliver the most appropriate or effective training or education. Training is a kind of service in which the quality is created in interaction between the trainer and the trainee in the learning process and situation. The training organisation can support and build favourable conditions but it cannot control the trainer behaviour in the teaching and learning setting.

The best guarantee of good results involves procurement of training that is professional, appropriate to the needs and delivered in an effective manner. To perform this kind of training, the potential provider should ensure that it has access to experts who have demonstrated experience and expertise in the fields of training and education, and who have a good grasp of the specialised needs of the civil servants in a modern administration.

European Public Space

Educational Tool Centred on the Issue of European Construction

Ani Matei, NSPSA, Bucharest, Romania

The process of accession to EU in which Romania is involved implies among others, the reform of the Romanian civil service and the training of civil servants and public employees in the light of European criteria. This is mainly why the Distance Learning Department from the Faculty of Public Administration, in cooperation with the International Relations and European Integration Department, representing the National School of Political Science and Public Administration, Bucharest have conceived, elaborated and applied a complex master programme, developed accordingly to the special distance learning techniques: the “European Public Space” Master Programme.

European Public Space – a new concept for the European terminology

The “European Public Space” concept deals in a systemic manner with the public action system active in the European space, having both a judicial and administrative nature, as well as an economical and political one.

In spite the insufficient theoretical background that still supports the above stated concept, it analyzes the complex mechanisms, processes and phenomena that make both the public sectors and the public administrations of different European countries convergent, in the light of European law, legislative harmonization, public economical principles, social policies and EU common foreign and security policies.

Structural Aspects

The structure of the European Public Space Master Programme is modular, each module being a self-sustained component. Graduating all the modules and defending a dissertation thesis are the two conditions for achieving a Master diploma.



3 Module: “EU Common Foreign and Security Policy”

- EU’s First Pillar – PESC
- European Policy for Security and Defence (ESDP)
- EU’s Eastern Enlargement Process and its Security’s Implications
- New European Security Architecture in the context

Curriculum

1 Module: “European Administrative Space” EU Structures, Mechanisms and Institutions

- European Law and Aquis Communautaire
- European Civil Service
- EU Policies and Public Management

2 Module: “European Economic and Social Space”

- European Economy
- EU Regional Politics
- European Social and Security Law
- European Budget and Finance
- EU Fiscal Control and Public Audit

of Transatlantic Relations

- Future Scenarios

European Acknowledgement

The European Commission Directorate for Education and Culture has included the two first modules of the “European Public Space” Master Programme – “European Administrative Space” and “European Economic and Social Space” – and the “EU Policies and Public Management” course in the 2002 Jean Monnet Project.



Tenure Track /Tenured, Assistant/ Associate Professor

Division of International Development, August 2003

Graduate program in International Development seeks specialist in NGO management to join a growing major field in NGOs and Development. Ph.D. in political science, sociology, public policy, or related field required. NGO management experience and field experience in developing/transitional countries strongly preferred.

Candidate should demonstrate potential for excellence in research and teaching, both in aspects of NGO management (e.g., strategic planning, general organizational management, program management, or resource mobilization), and in a substantive policy field (e.g., development policy and management, development economics, gender and development, micro-finance, or human rights).

Qualified applicants should submit a letter of application, a curriculum vitae, and three references to Gebet, ID Search Committee, GSPIA – Posvar Hall, University Of Pittsburgh, Pittsburgh, Pa 15260.

Women and minorities are encouraged to apply. Review of applications will begin on December 1. Position will remain open until filled. Further information on the School can be found at www.gspia.pitt.edu, or email gebet@birch.gspia.pitt.edu

IREX Grant Opportunities

Starr Collaborative Research Program

IREX is pleased to introduce the new Starr Collaborative Research Grants Program, created to highlight contemporary issues facing the communities of Eurasia, the Near East, and Asia. Each year, the Starr Collaborative This year, research grants will be awarded to projects focusing on the topics of media and the Internet.

The eligible countries are Armenia, Azerbaijan, Afghanistan, China, Georgia, Iran, Kazakhstan, Kyrgyzstan, Mongolia, Pakistan, Russia, Tajikistan, Turkey, Turkmenistan, and Uzbekistan.

Maximum Award: \$20,000

Application Deadline:
May 1, 2003

Eligibility: Groups with a minimum of three researchers are eligible to apply. At least one of the researchers must be a US citizen or legal permanent resident and at least two of the researchers must be citizens and current residents of two different countries of the eligible regions at the time of application.

Eligible Expenses: Travel and associated expenses, research expenses, participant honoraria, and materials.

To Apply: Submit the original plus 3 copies of the completed application form, project proposal, budget narrative, timeline, and curriculum vitae for each collaborator, to the following address:

IREX
ATTN: STARR COLLABORATIVE
RESEARCH GRANTS
2121 K Street NW, SUITE 700
WASHINGTON, DC 20037, USA

Complete applications and supplementary materials may also be submitted via e-mail to

collabgrants@irex.org. Those applying electronically must submit all materials and fax the signature page to the number: +1-202-628 8189 by the deadline.

To download applications or for more information, visit the IREX website at <http://www.irex.org/programs/starr> or contact: collabgrants@irex.org.

The Starr Collaborative Research Grants Program is made possible through the generosity of The Starr Foundation.

John J. and Nancy Lee Roberts Fellowship Program

Deadline: Applications must be received by March 15, 2003.

The 2003 fellowship provides a single grant of up to \$50,000 for research projects lasting up to 18 months.

This year applications will be accepted for research only in the field of education. This program supports research in and on Europe, Eurasia, the Near East, and Asia for scholars with PhD or equivalent terminal degrees. Collaborative research programs involving international colleagues are strongly encouraged.

Please visit the IREX website at www.irex.org/programs/roberts/ for more information about the program, including application materials available for download.

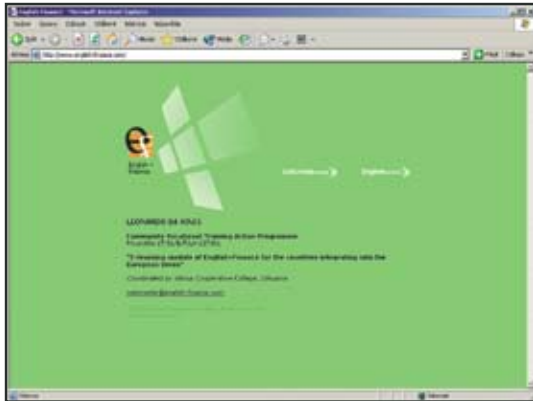
Questions about the Roberts program may be sent to roberts@irex.org.



to Web Sites



<http://www.english-finance.com>



E-learning Opportunities – A Leonardo da Vinci project for finance professionals and students in the countries integrating into the EU providing opportunities for professional development and learning English online.



<http://www.cep.org.hu>



The Civic Education Project (CEP) is now accepting 2003-04 academic year applications for its Local Faculty Fellowship Program. CEP awards teaching fellowships to faculty, Ph.D.s and advanced post-graduate students in the social sciences, law and journalism/media studies. Application deadline for 2002-03 academic year is March 01 2003 (Local Faculty Fellow Program).



<http://europe.eu.int/comm/education/newprogconsult/index.html>

The European Commission has launched a large-scale public consultation on the development of new European programmes in education, training, and youth. These will replace the existing Socrates, Tempus, Leonardo da Vinci and Youth programmes when they end in 2006. You are strongly encouraged to send your replies to the consultation via a web-based online response.



http://www.untcentre.org/other_root/newsletters/pmf2.pdf



The Public Management Forum – A Review of PA Practitioners in CEE & CIS – published by United Nation Thessaloniki Center for Public Service Professionalism. The special edition on e-Government that contains papers that were presented at the NISPAcee conference in Cracow, Poland, April 24-26, 2002.



<http://www.globalforum.ma>



The 4th Global Forum on Reinventing Government “Citizens, Businesses and Governments: Dialogues and Partnerships for Development and Democracy” took place in Marrakech on 10 – 13 December 2002. The declaration as well as the final report is posted on this web site.



<http://www.bledconference.org>

16th Bled e-Commerce Conference on e-Transformation in Bled, Slovenia, June 9 – 11, 2003. This conference attracts speakers and delegates from business, government, information technology providers and universities and is the major venue for researchers working in any aspect of Electronic Commerce

Calendar of Events

January 23 – 24, 2003, Seminar: The Standartization of Public Services as a Presumption of the Efficiency of Regions Develop- ment

Working language: Czech, Slovak

Contact:

Faculty of Economics and Administra-
tion, Masaryk University, Brno,
Czech Republic,
e-mail: spacekov@email.cz

April 10 – 11, 2003, Workshop “Centers and Networks of Excel- lence in Central and Eastern Europe”

Working language: English

Contact:

Stanovnik Peter, Institute for Eco-
nomic Research, Ljubljana,
Slovenia,
phone: +386-1-5303 810,
fax.: +386-1-5303 874,
e-mail: stanovnikp@ier.si

May 27 – 28, 2003, Inter- national Interdisciplinary Symposium “Economic Development and Strategic Planning in Eastern Europe in a Globalization Context”

Contact:

Alexander V. Kovryga, Kharkiv
State Academy of Municipal
Economy, Ukraine,
phone/fax: + 380-572-40 67 34,
e-mail:

Oleksandr_Kovryga@yahoo.com,

Sherman M. Wyman, University of
Texas at Arlington, USA,
phone: +1-817-273 3071,
fax: +1-817-794 5008,
e-mail: wyman@uta.edu

Events of the School of Social Studies, Masaryk University, Brno, Czech Republic

January 28, 2003, Seminar: The Standards and Culture of Social Services in Half-Way Houses

Working language: Czech

Contact:

Assoc. Prof. Libor Musil,
musil@fss.muni.cz

January 29, 2003, Seminar: The Standards and Culture of Social Services in Home-Care

Contact:

Assoc. Prof. Libor Musil,
musil@fss.muni.cz

March 20, 2003, Workshop: Par- ties and Party Families in Central and Eastern Europe

Working language: English

Contact:

Dr. Břetislav Dančák, Dr. Jan Holzer,
holzer@fss.muni.cz,
Mr. Pavel Pseja, palo@fss.muni.cz

Events of the DBB Akademie, Bonn, Germany

March 12 – 14, 2003, Seminar “Specialised English for Meetings and Negotiations”, Berlin, Ger- many



Contact:

Mary Ann Siara-Decker,
phone: +49 228 81 93 124,
fax: +49 228 81 93 106,
e-mail:
m.siaradecker@bn.dbbakademie.de

April 7 – 11, 2003, Seminar “EU Compact: The EU Institutions and its Legal System”, Strasburg, France

Working language: German

Contact:

Mary Ann Siara-Decker,
phone: +49 228 81 93 124,
fax: +49 228 81 93 106,
e-mail:
m.siaradecker@bn.dbbakademie.de

June 3 – 4, 2003, Conference “New Technologies for a New Adminis- tration – The Integrated Adminis- tration”, Leipzig, Germany

Working language: German

Contact:

Christa Vissers,
phone: +49 228 81 93 111,
fax: +49 228 81 93 106,
e-mail: c.vissers@bn.dbbakademie.de

June 23 – 25, 2003, Workshop “EU Concours: Preparation Course”, Berlin, Germany

Working language: German

Contact:

Mary Ann Siara-Decker,
phone: +49 228 81 93 124,
fax: +49 228 81 93 106,
e-mail:
m.siaradecker@bn.dbbakademie.de

Events of the National School of Political Studies and Public Administration, Bucharest, Romania

January, February 2003, Course “Relations with European Union”

Working language: Romanian,

January – June, 2003, Training “European Computer Driving Licence”

Working language: Romanian, Eng-
lish

February - June 2003, Course “EU Affairs (EU Institutions and Poli- cies; Enlargement of the EU)”

Working language: English

February – June 2003, Course “Project Cycle Management”

Working language: English

February – March, 2003, Course “Public Relations and Image of Public Institutions”

Working language: Romanian

February – March, 2003, Course “Secretariat and Diplomatic Cor- respondence in Foreign Languages”

Working language: Romanian

March 2003, Course “Strategic Management”

Working language: English

March – April 2003, Course “Local Government Policy”

Working language: Romanian

Contact:

Lucica Matei,
phone/fax: +40213146507,
e-mail: lmatei@snspra.ro

Events of the European Institute of Public Administration, Maastricht, The Netherlands

February 27 – 28, 2003, Seminar
“Understanding Decision-Making in the European Union: Principles, Procedures and Practice”

Contact:

Ms Araceli Barragan,
e-mail: a.barragan@eipa-nl.com

January 21 – 23, 2003, Seminar
“Committees and Comitology in the Political Process of the European Community”

Contact:

Ms Belinda Vetter,
e-mail: b.vetter@eipa-nl.com

January 16 – 17, 2003, Seminar
“Bank Secrecy – Myth, Reality and Future”

Contact:

Ms Christiane Lamesch,
e-mail: c.lamesch@eipa.net

January 23 – 24, 2003, Seminar “Judicial Crime in Civil and Criminal Matters, Mutual Recognition and the Evolution of Trust”

Contact:

Ms Christiane Lamesch,
e-mail: c.lamesch@eipa.net

February 24 – 25, 2003, Seminar
“Towards a More Flexible National Civil Service: New Trends in Public Administration and Public Employment”

Contact:

Ms Eveline Hermens,
e-mail: e.hermens@eipa-nl.com

February 5 – 7, 2003, Introductory and Practitioners Seminar: European Public Procurement Rules, Policy and Practice

Contact:

Ms Gediz Cleffken,
e-mail: g.cleffken@eipa-nl.com

February 20 – 21, 2003, Seminar
“Counter Terrorism: Air Transport Security and Border Management

Contact:

Ms Gediz Cleffken,
e-mail: g.cleffken@eipa-nl.com

February 20 – 21, 2003, Seminar
“The Presidency Challenge – The Practicalities of Chairing Council Working Groups”

Contact:

Ms Noelle Debie,
n.debie@eipa-nl.com

Visiting Professors

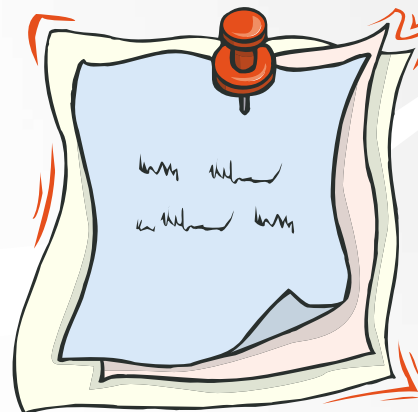
Donald E. Maypole, Prof.,
Department of Social Work, University of Minnesota Duluth, MN, USA; Specialization: Education Sociology, Social Work, Social Work Education, Substance Abuse, Administration, Period of his visit: February 2003 – June 2003

Jonathan Bach,
Assistant Professor in International Affairs, New School University, New York City, USA, Period of his visit: March 18. – April 4. 2003

Laura Neack, Prof.,
Miami University in Ohio, USA, Specialization: International Policy and Security, Period of her visit: March – May, 2003

Contact:

School of Social Studies, Masaryk University, Brno, Czech Republic, phone: +420-5-4112 1151, fax: +420-5-4161 5100, e-mail: sirovatk@fss.muni.cz



Recent Publications



Public Administration

Authors: Richard Pomahač, Olga Vidlakova

Price: 460 CZK

Resume:

The book represents the first comprehensive treatment of the extensive issue of PA in the Czech Republic. It gives a comparative historical survey of the main schools of administrative sciences. Further it explains in some detail the big PA systems, concentrating in particular on PA systems in individual European countries as well as in EU framework with the explanation of the European Administrative Space and its broad implications beyond the territorially defined EU space. The concluding part of the book is concerned with PA reform.

Contact:

Nakladatelství C. H. Beck, Reznická 17, 110 00 Prague 1, Czech Republic, phone: +420-2-225 993 912, fax: +420-2-225 993 920, e-mail: beck@beck.cz

How to Manage Region, Town and Municipality – a handbook of the municipal self-government, Masaryk University, Brno 2002

Language: Czech

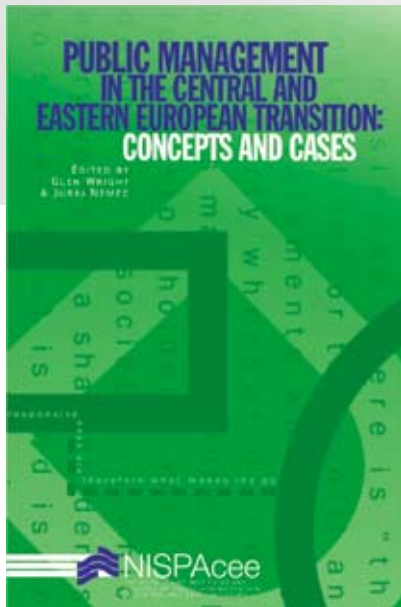
Price: 148 CZK per each volume

Resume:

This publication was created as a reaction to new problems that have emerged due to the reform of public administration and the abolition of the district level of state administration in the Czech Republic. The publication should help public servants and for this purposes it is divided into four volumes that are following: Law, legislation and public order; Finance, budgets, accounting, public control; Social and technical infrastructure; Strategy, communication, management.

Contact:

Faculty of Economics and Administration, Masaryk University, Brno, Czech Republic, e-mail: spacekov@email.cz



Public Management in the Central and Eastern European Transition: Concepts and Cases

Textbook,

Editors: Juraj Nemec, Glen Wright, Richard J. Stillman, 2002
Price: 20 \$ (including postage within Europe), 25 \$ (including postage to other countries)

Resume:

This book focuses upon managerial responsibilities and roles as opposed to education in law, politics or other fields. The aim of this textbook therefore is action-oriented, applied and practical, not theoretical nor philosophical. It discusses in straight-forward prose, step by step, how to make things happen in the public sector effectively, efficiently and economically. Mini-cases are also included to assist students in comprehending in practice what the authors first outline and discuss conceptually.

Contact:

NISPAcee, phone/fax: +421-2-6428 5557, e-mail: nispa@nispa.sk

Publications of the European Institute of Public Administration, Maastricht, The Netherlands

Civil Services in the Accession States: New Trends and the Impact of the Integration Process

Authors: Danielle Bossaer, Christoph Demmke

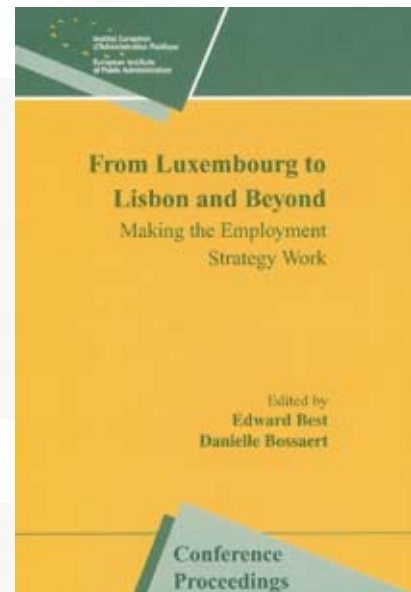
Language: German, English (forthcoming)

Price: 21.00 EUR

Resume:

This book compares the structure and organisation of civil services in the accession states plus the three candidate states. The objective of the study is to point out common and divergent trends in the development of civil services in the accession states. Particular emphasis is placed on civil service law. Following a brief assessment of the reform process in the abovementioned states, the authors first investigate whether (and how) they are guided by one or more models of the civil service as used in EU Member States and the extent to which it is possible to classify the models as career and position models. The main part of the investigation analyses the structure and organi-

sation of the (core) civil services. The purpose of this is to compare the specific and material aspects of national civil service law and administrative structures in the accession and candidate states (e.g. definition of public service and employment relationships, recruitment criteria, control and competency issues in personnel management, working time, staff appraisal, pay, mobility, disciplinary law, training, etc.). The authors undertake an analysis of the effects of the European integration process on the administrations of the accession states. The study concludes by looking at the future challenges facing the civil services of the accession states.



From Luxembourg to Lisbon and Beyond: Making the Employment Strategy Work

Editors: Edward Best and Danielle Bossaert

Language: English

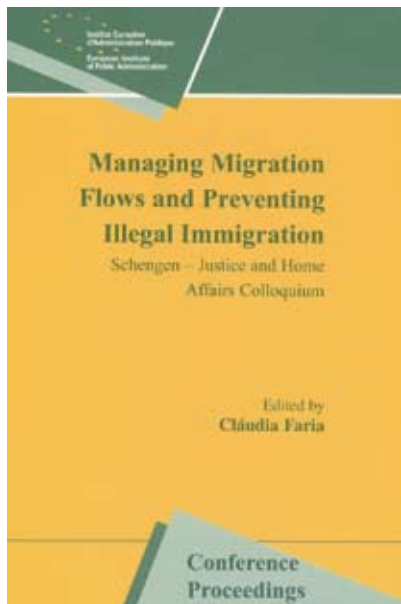
Price: 27.20 EUR

Resume:

Five years after the European Employment Strategy was created at Amsterdam and Luxembourg, and two years after it inspired the Open Method of Coordination at Lisbon, fundamental questions are now being

asked about this new kind of non-binding policy coordination.

Both the achievements and the problems are presented in this book, which brings together leading practitioners and academic specialists to reflect on the challenges which must be faced if the enlarging Union is to make this new form of governance work.



Managing Migration Flows and Preventing Illegal Immigration: Schengen – Justice and Home Affairs Colloquium

Editor: Claudia Faria

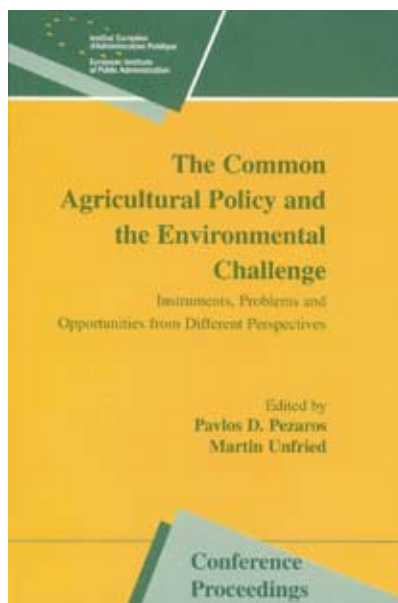
Language: mixed text in English and French

Price: 21.00 EUR

Resume:

The creation of an area of freedom, security and justice, called for in the Amsterdam Treaty, is a goal further developed by the so-called “Tampere milestones”, which include a common European asylum and migration policy, and a Union-wide fight against organised crime. Also, the tendency towards a global integrated approach has been confirmed by the need for stronger external action and partnerships with countries of origin. This publication provides both an assessment of the progress made and measures taken, as well as

an insight into new problems and challenges.



The Common Agricultural Policy and the Environmental Challenge: Instruments, Problems and Opportunities from Different Perspectives

Editors: Pavlos D. Pezaros and Martin Unfried

Language: English

Price: 31.75 EUR

Resume:

In recent years, the EU’s CAP, together with the agricultural policies applied within Member States and Candidate Countries, have been faced with the growing demands of the public to take account of environmental concerns. This book gives an overview of the different aspects of and recent discussions on environmental policy integration in the agricultural sector, including views from different actors involved.

Contact:

Mrs. Veerle Deckmyn

phone: +31-43-3296 280

fax: +31-43-32 96 296

e-mail: v.deckmyn@eipa-nl.com

Publications of the Central European University Press, Budapest, Hungary

Disinflation in Transition Economies

Editor: Marek Dabrowski

Language: English

Price: cloth 49,95 USD/EUR, 31,95 GBP

Resume:

The authors analyze the dynamics in Central and Eastern Europe. The volume covers all the key factors of disinflation in transition economies: changes in money supply and money demand; exchange rate policy; currency crisis; fiscal policy; legal status of central banks; monetary policy strategy; changes in relative prices and changes in nominal and real wages.

Constitutional Democracy

Editor: Janos Kiss

Language: English

Price: cloth 49.95 USD/EUR, 31.95 GBP

Resume:

Outlines a new theory of constitutional democracy. Addresses the widely held belief that liberal democracy embodies an uneasy compromise of incompatible values: those of liberal rights on the one hand, and democratic equality on the other. A wide range of problems encountered in constitutional democracy are discussed, such as the popular vote, popular sovereignty, and non-elected justices.

Contact:

phone: 36-1-327 3138, fax: 36-1-327 3183, e-mail: ceupress@ceu.hu, ceupress@ceupress.com, web: <http://www.ceupress.com>

Training for European Integration

A Priority for the Romanian Academic Environment

Ani Matei, NSPSPA, Buchaest, Romania

The International Seminar “Civil Servants’ Training in European Integration”, organized by the *Faculty of Public Administration, Training Centre for Public Administration (TCPA)*, National School of Political Science and Public Administration (NSPSPA) in co-operation with the Committee for Public Administration, Territorial Planning and Ecological Balance, Chamber of Deputies, Romanian Parliament was held on the 8 – 9 November 2002, in Bucharest, Romania.

ties and training institutions. Among these, we mention:

- European Institute for Public Administration, Maastricht, The Netherlands, represented by the General Deputy Director, Mr. Robert Polet;
- NISPAcee, represented by the Executive Director, Mrs. Ludmila Gajdosova;
- International Institute for Public Administration, Brussels, Belgium, represented by Scientific Secretary, Mrs. Fabienne Maron;

Program inspired by the European Institution’s Experience

The Seminar’s Framework Programme was structured as follows:

- Plenary Session I: “EU policies for strengthening the administrative capacity to apply *acquis communautaire* in the candidate countries”
- Plenary Session II: “Sectoral Aspects concerning training of actors involved in integration”
- Plenary Session III: “Role and functions of civil servants in conceiving, applying, legal and administrative control of public policies”
- Plenary Session IV: “Pedagogical issues and training in European integration for civil servants”

During the Seminar 35 presentations were made and different conclusions were drawn by foreign experts and Romanian specialists. Through its topic and programme, the Seminar has opened a new session of public manifestations meant to draw attention towards the most important problems to be dealt with in regard of the Romanian’s efforts to access to EU: strengthening the Romanian administrative capacity to conceive and apply the *acquis communautaire*. This problem, also underlined by the latest National Report regarding Romania’s evolution in becoming a member state of EU, can be solved by focusing mainly on the training in European integration of both present and future civil servants and public employees. The idea and the organization of the Seminar were inspired by the experience of different institutions acknowledged at EU level.



Special Impact

Since its elaboration – starting with the end of August, 2002 – the initiative of organizing this Seminar has been highly appreciated, a proof for that being the participation at the Seminar’s sessions of 138 guests, representing the academic environment, central and local authorities and NGOs. Apart from the Romanian participants, the Seminar was also attended by European prodigious universi-

- National Institute for Public Administration, Lisbon, Portugal, represented by Vice-president, Mr. J.A. Franca Martins.

There were also present training institutions in European affaires (Human Dynamics, Austria), foreign universities (Montpellier I, France), educational consortia (EUC North, Denmark) and training centres for public administration (National Centre for Territorial Civil Servants, Montpellier, France)~

Teaching Politico-Administrative Relations in a Comparative Context

NISPAcee Training Workshop in Kyiv, Ukraine, November 28 – December 1, 2002

NISPAcee Working Group on Politico-Administrative Relations has published the first result of the two-year group-work in the title of “Politico-Administrative Relations: Who Rules?” The book edited by Tony Verheijen published in 2001 and translated into Russian language, includes eight

November 2002 in Kyiv. The aim was to attract those academics, who are interested in teaching module on comparative politico-administrative relations. The book produced by the Working Group on Politico-Administrative Relations served as the basis for the workshop, and the interested

for their excellent cooperation in the preparation and implementation of the workshop.

The three-day intensive work included presentations, discussions and teamwork. (See the next table.)

In short the workshop has

Topics	Resource persons
<i>Theoretical approaches and their relevance to understanding European realities: East and West.</i>	Laszlo Vass, Budapest University of Economic Sciences and Public Administration
<i>Introduction to assignment: designing a module on politico-administrative relations in a comparative European context.</i>	Ieva Lazareviciute, Kaunas University of Technology
<i>Methodological problems in studying politico-administrative relations and their impact on teaching.</i>	Laszlo Vass, Budapest University of Economic Sciences and Public Administration
<i>Plenary discussion on the methodological problems in studying politico-administrative relations</i>	Laszlo Vass, Budapest University of Economic Sciences and Public Administration
<i>Plenary discussion: new professional terms of public policy process and their interpretation in post-communist Eastern Europe</i>	Ludmila Malikova, Comenius University
<i>How to teach critical issues in politico-administrative relations: Delivering policy advice.</i>	Ieva Lazareviciute, Kaunas University of Technology
<i>How to teach critical issues in politico-administrative relations: Professionalization, ethics, ethos</i>	Laszlo Vass, Budapest University of Economic Sciences and Public Administration
<i>How to teach country case studies.</i>	Ludmila Malikova, Comenius University
<i>Group work on practical assignment and discussion on module outlines, conclusion of the workshop</i>	

theoretical, thematic chapters and nine country cases.

The Working Group did not stop at the publishing of research outcomes, but also wanted to transfer the lessons to the teaching practice on public administration. Taking into account that the published book is a very valuable resource for teaching politico-administrative relations in comparative context, a summer workshop has been organised in 2001 in English language. NISPAcee organised similar training workshop in Russian language in

academics studied together the possible use of it as textbook in their future academic work.

The OSI/LGI provided fund made possible to finance the workshop. 20 applicants from CEE countries have been selected as participants and three resource persons have been mobilised for the workshop. The Ukrainian Academy of Public Administration, hosted the event. NISPAcee would like to express the gratitude mainly to Mr. Volodymyr Kniazev, Vice-Rector of UAPA and Volodymyr Salamatov

successfully enriched the knowledge of the participants about what the comparative approach of the politico-administrative relations is and also the participants were efficiently confronted with the most crucial difficulties of the teaching in comparative PA related studies.

The Russian and English version of the book is still available at the NSIPACEE Secretariat upon request.



Training Course “How to Be a Better Policy Advisor”

Ieva Lazareviciute, Kaunas Technological University, Lithuania

In October 2002 a training course “How to be a better policy advisor” that by now has become a regular NISPAcee training event, took place in Odessa, Ukraine. The seminar has attracted participants from many neighboring countries such as Russia, Moldova, Georgia as well as the more distant partners from across the Black Sea (Bulgaria). The various regions of Ukraine were widely represented as well. The Odessa Regional Institute of Public Administration, Ukrainian Academy of Public Administration, Office of the President of Ukraine, a long-term partner of both NISPAcee and UNDP hosted the event.

The seminar was based on the training programme developed under the auspices of the UNDP RBEC Regional Support Centre / NISPAcee project “Building Advisory Capacities in CEE states”. For the comfort of the participants and all NISPAcee member institutions the advisory manual “How to be a better policy advisor” was translated into Russian and was used during the training event.

Twenty participants from various academic and public institutions have spent four days discussing the various aspects of policy advisory process and its peculiarities in the post-Soviet region. The discussions facilitated by an international team of trainers /Ms. Ieva Lazareviciute

– Lithuania, Ms. Lesya Il’chenko-Syuyva – Ukraine, Mr. Gorge Shopov – Bulgaria and Ms. Saodat Kasimova – Uzbekistan/ created a unique opportunity to share experiences of working with governments in different countries at different levels and informing each other on the various solutions and approaches adopted while working with the politicians and public servants.

Moreover, using active train-

including the one in Odessa, have helped the team of trainers to produce a manual for trainers. The manual is based on the approach adopted by the authors of an advisory handbook “How to be a better policy advisor”. It includes all training materials used for this programme complete with practical exercises and advice to the trainers interested in delivering this programme to the future audiences. The manual will be available from the NISPAcee Secretariat in spring 2003.

In the frame of the next project phase in the year 2003 NISPAcee intends to develop a new training manual on ‘Building advisory capacities for Institution Building in EU affairs’ and to organize two pilot training courses “How to be a Better Policy Advisor in the Administrative Capacity Building for the EU Integration”.

The main objective of this project phase is to develop advisory capacities to assist the governments of the EU candidate states in Central and Eastern Europe to cope with the requirements of institution building in the frame of European integration and to support public administration development in all CEE states.



ing techniques a considerable amount of time was spent developing analytical, inter-personal communications as well as methodological skills of the participants. The participants indicated that the diverse knowledge and new skills they have developed during this training seminar will be very useful for them both in their work as advisors and in their teaching and research activities.

Finally the experience and suggestions of the participants of the four advisory training events,

NISPAcee OCCASIONAL PAPERS

CALL FOR PAPERS

We invite colleagues to submit their research papers in English for review. Papers should be written on relevant public administration and public policy issues based on empirical investigation carried out in central and eastern European countries. The papers should not exceed 40 pages in length. If a paper is written in a native language, a three-page long English language summary could be submitted with the bibliography of the referred literature, and with information about the length of the whole paper. Each author can propose two reviewers for their submitted paper, but the final decision to select the reviewers remains at the discretion of the Editor. Those authors whose papers are selected for publication will receive a modest honorarium.

Contributors are invited to send their papers (hard copy and an electronic format as well) to the NISPAcee secretariat (contact information on the last page of the Newsletter).

If you feel you would need further information, please contact the NISPAcee Secretariat.

PUBLICATIONS AVAILABLE:

Vol. I, 2000, No. 1, Winter, No. 2, Spring, No. 3, Summer, No. 4, Autumn

Vol. II, 2001, No. 1, Winter, No. 2, Spring, No. 3, Summer, No. 4, Autumn

Vol. III, 2002, No. 1, Winter, No. 2, Spring, No. 3, Summer, No. 4

Vol. IV, 2003, No. 1, Winter

SIGMA and Other Publications - Translation into CEE National Languages

Goal of this project is to translate SIGMA and other relevant publications from English to CEE national languages based on requests and needs of governmental institutions or NISPAcee member institutions from CEE countries.

How to apply:

Eligibility is limited to members of NISPAcee and other institutions with professional interest in public administration in Central and Eastern Europe; Applicants will have to prove the utility of the translated publications in their respective countries, the distribution policy, quality of translation, and an ability to cover the distribution costs; Priority will be given to institutions, which will distribute the publication at their own expense; Applicants should determine clear overall calculation of costs of translation (checking/editing) and publishing.

NISPAcee make a general agreement with the EIPA (European Institute of Public Administration, Maastricht, The Netherlands) for the translation of EIPA publications within this project. All institutions interested in translation of the EIPA publications are invited to apply for the translation grants to NISPAcee. Information about the publication you can find at the homepage of EIPA <http://www.eipa.nl>

The deadline:

- February 28, 2003

Joint NASPAA - NISPAcee Project

(GRANT OPPORTUNITIES)

NISPAcee announces continuation in the project: “**The Cooperative Governance Improvement and Technical Assistance Project**” which has been developed in co-operation with NASPAA (National Association of Schools of Public Affairs and Administration), USA and is funded through a grant by USAID.

The primary activity of the project is to implement a programme of *applied policy research and management studies*, linking governments and high education in CEE. Project teams have to be composed of individuals associated with NISPAcee institutions and a partner NASPAA institution. An application for project support will have to come from a NISPAcee member institution (from the CEE, Russian Federation, Caucasus or central Asia). **Next deadline: March 15, 2003**

The second activity which could be supported within this project involves the provision of *technical assistance* to programmes of NISPAcee member institutions to help build curricula, establish and evaluate missions, market academics programmes, and locate and develop teaching materials. The applications for support will have to come from a NISPAcee member institution/programme which will apply for the technical assistance. Technical Assistance teams will be composed of individuals associated with NISPAcee institutions and/or NASPAA member institutions. **Next deadline for applications: March 15, 2003**

Contact: Ms. Elena Zakova, phone: + 421 2 6428 5435, fax: + 421 2 6428 5557, zakova@nispa.sk

Call for Participation

The 11th NISP Acee Annual Conference Enhancing the Capacities to Govern: Challenges Facing the CEE Countries

Bucharest, Romania, April 10-12, 2003

The Conference will be structured into a plenary panel discussion and working sessions on the main Conference theme with meetings of the NISP Acee Working Groups running in parallel. Information on the Conference is also available on the NISP Acee web site (<http://www.nispa.sk>) or at the NISP Acee Secretariat.

The Main Conference Theme

The cognitive, educative and the practical task of *enhancing the capacities to govern* has been selected as the main theme of the 2003 NISP Acee Annual Conference. **Prof. Yehezkel Dror** from the Hebrew University, Israel, **will be the Conference keynote speaker**. His presentation will be based on his new Report to the Club of Rome *The Capacity to Govern*.

Panel discussion: The Role of Education in Enhancing Capacities to Govern

Schools and institutes of public policy and public administration have the eminent task of educating not only future politicians and top civil servants, but also citizens, in order to prepare them for the challenging tasks they will be exposed to in the future in order to enhance capacities to govern. This is true both for universities and for in-service training institutes. How should they adapt their curricula? Is there a need to introduce special courses, modules and/or teaching methods?

Main Topics of the conference:

- 1 **Enhancing the Capacities of Central Governments**
2. **Enhancing the Capacities of Regional and Local Governments**

WORKING GROUPS

I. Working Group on Politico-Administrative Relations

Coordinators:
Bernadette Connaughton,
University of Limerick, Ireland,
e-mail: Bernadette.Connaughton@ul.ie,

Georg Sootla, Tallinn University of Educational Sciences, Estonia,
e-mail : gsootla@tpu.ee,
B. Guy Peters, Univ. of Pittsburgh, USA,
e-mail: bgpeters+@pitt.edu

The study of the traditional dichotomy of politico-administrative relations in CEE states will be widened to incorporate and analyse the process of modernising governance in the region.

II. Working Group on Public Sector Quality

Coordinators:
Elke Loeffler, Bristol Business School,
Bristol, UK, e-mail: elke.loeffler@gmx.net

The coordinator of the WG invites contributions on its 2003 theme "Measuring the quality of life and the quality of governance processes"

III. Working Group on Preventing Corruption in Public Administration

Joint NISP Acee/Council of Europe initiative

Coordinators:
Barbara Kudrycka, School of Public Administration, Bialystok, Poland
e-mail: bkudrycka@wsap.bialystok.pl
Roman Chlapak, Council of Europe, Strasbourg, France
email: Roman.Chlapak@coe.int

Objective: To strengthen capacities for the prevention of corruption within public administrations by integrating prevention issues into the curricula of public training institutions.

IV. Working Group on Democratic Governance of Multiethnic Communities

Coordinators:
Petra Kovacs, LGI/OSI, Hungary,
e-mail: kovacsp@osi.hu
Jana Krimpe, Tallinn University of Educational Sciences, Estonia
e-mail: krimpe@tpu.ee

The coordinators of the WG invites contributions on its 2003 theme:

"Enhancing the capacity of local governments to provide equitable access to minorities".

V. Working Group on Public Sector Finance and Accounting

Coordinator:
Zeljko Sevic, Univ. of Greenwich, UK
e-mail: Z.Sevic@gre.ac.uk

The NISP Acee invites interested scholars and practitioners to join the group and research on the issues of building fiscal capacity of local governments.

VI. Working Group on e-Government

Coordinators:
Theodore Tsekos, United Nations Thessaloniki Centre, Greece,
e-mail: tsekos@untcentre.org
Vassilios Peristeras, United Nations Thessaloniki Centre, Greece,
e-mail: per@untcentre.org

The coordinator of the WG invites contributions on its 2003 theme: "Towards integrated public policy for e-Government development"

VII. Working Group on Public Health Management and Policy

Coordinators:
Allan Rosenbaum
Florida International University, USA
E-mail: rosenbau@fiu.edu

Juraj Nemec
Matej Bel University, Slovakia
E-mail: nemec@financ.umb.sk

The goal of the WG will be to research and document the degree to which public health (PH) management skills and outlooks are imparted by existing public administration (PA) training and teaching programs in CEE and to issue recommendations with respect to the desirability, feasibility and modalities for a greater integration between PA and PH management education.

Registration available on-line on the NISP Acee website.

Deadline: January 31, 2003

Detailed programme available on the NISP Acee website.

Contact:
Viera Wallnerova,
NISP Acee Project Manager
phone: +421-2-6428 5558
phone/fax: +421-2-6428 5557
e-mail: Wallnerova@nispa.sk

NISPAcee

is an international, non-governmental and non-profit organisation. Its mission is to foster the development of public administration education and training programmes in post-Communist countries.

NISPAcee MEMBERSHIP

Presently, the NISPAcee enlists 117 Institutional members (from 23 countries), 32 Associate members (from 15 countries), and 220 Observers (from 35 countries).

New Institutional members of the NISPAcee

Armenian-Russian Institute of Ecology, Economy and Law, Yerevan, Armenia

Faculty of Finance, Matej Bel University, Banska Bystrica, Slovakia

NISPAcee ACTIVITIES ARE SPONSORED MAINLY BY:

- The Local Government and Public Service Reform Initiative Open Society Institute, Budapest, Hungary - SIGMA/OECD, Paris, France (SIGMA-Support for Improvement in Governance and Management in Central and Eastern European Countries is a joint initiative of OECD/CCET and EU/PHARE mainly financed by EU/PHARE) - USAID, New York, USA - NASPAA (National Association of Schools of Public Affairs and Administration), Washington, USA - UNDP RBEC (United Nations Development Programme, Regional Bureau for Europe & the Commonwealth of Independent States), Regional Support Center, Bratislava, Slovakia - The Austrian Federal Chancellery, in particular the Federal Academy of Public Administration, Vienna, Austria - UNDESA (United Nations Division of Public Economics and Public Administration) New York, USA

NISPAcee NEWS is published with the support of the Local Government and Public Service Reform Initiative (Affiliated with the Open Society Institute), Nador ut. 11, 1525 Budapest 114, Hungary.

NISPAcee News is published quarterly. We invite individuals as well as organisations to contribute to the third issue of volume VII. NISPAcee reserves the right to edit submissions for clarity, style, grammar and space.

The deadline for the next issue is February 28, 2003.



NISPAcee Secretariat

Hanulova 5/B

P.O.Box 163

840 02 Bratislava 42

Slovak Republic

tel/fax: +421-2-6428 5357, 6428 5557

e-mail: nispa@nispa.sk

<http://www.nispa.sk>

