

Teaching public administration in the post-Soviet region

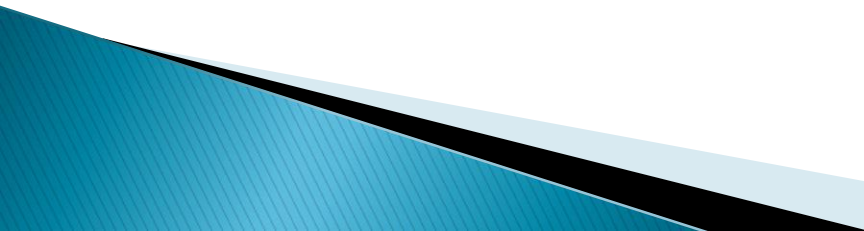
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Saltanat Janenova
Graduate School of Public Policy
Nazarbayev University

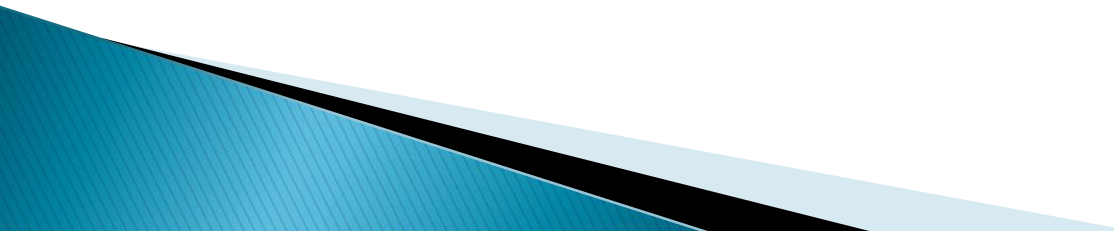
Structure of the presentation

- ▶ Why we need this research?
 - ▶ Problems of terminology;
 - ▶ Curricula of MPA/MPP programs in the region;
 - ▶ Current trends in teaching PA in the region;
 - ▶ Common challenges;
 - ▶ Your feedback.
- * Post-soviet region – 12 countries excluding the Baltic states (Estonia, Latvia, and Lithuania).

Why we need this research?

- ▶ Rich literature on experience of MPA/MPP teaching in Anglo-Saxon countries;
 - ▶ Rapidly growing literature on teaching practices in CEE countries (Gajdushek and Hajnal, 2003; Gellen, 2014; Nemec, 2006; Randma-Liiv and Connaughton, 2005; Staronova and Gajdushek, 2016);
 - ▶ Desperate shortage of literature on MPA/MPP teaching in the post-Soviet region (Barabashev and Kastrel, 2013; Bhuiyan, 2012; Pryadilnikov, 2016; Rauhaus and Sakiev, 2018).
 - ▶ Need for comparative research on teaching PA/PP in the region (Verheijen and Connaughton, 1999).
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Methodology

- ▶ Review of the MPA/MPP programmes in the region by the PA Academies and universities;
 - ▶ Personal observations from teaching experience;
 - ▶ Feedback from the conference participants.
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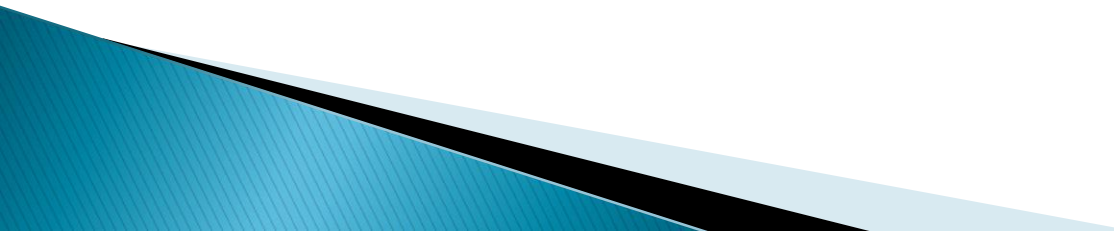
Problems of PA/PP concepts

- ▶ Different, conflicting concepts of PA/PP among civil servants, NGOs, business.
- ▶ Example of «Public policy»:
 - государственная политика (state policy);
 - общественная политика (citizens policy);
 - публичная политика (policy under public scrutiny).

EU, OECD have brought their own terminology

Lack of shared terminology makes teaching of PA/PP more problematic.

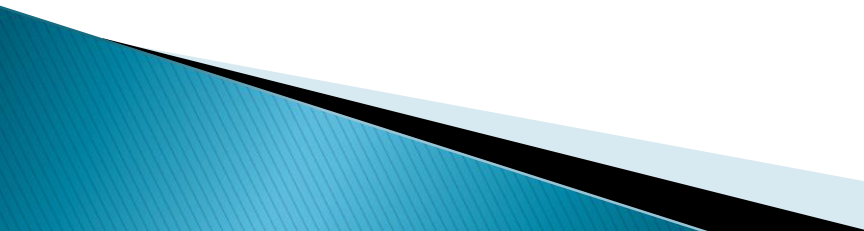
MPA/MPP programmes in the region

- ▶ Significant variation among MPA/MPP programmes
 1. Based on law, political science, and IR;
 2. Based on economics and management;
 3. Similar to the European programmes.
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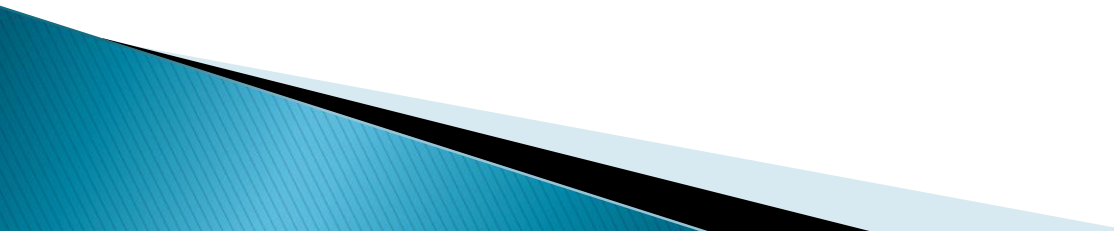
Current trends in the region

- ▶ Internationalization of MPA/MPP programs with highly ranked international partners (ADA) – to get legitimacy and recognition;
- ▶ EAPAA accreditation of MPA/MPP (HSE);
- ▶ Peer-to-peer learning: exchange of knowledge and experience among neighbouring countries (NISPAcee, Astana Hub);
- BUT: Surprisingly, there is weak local cooperation within the countries.
- No regional association of PA/PP academics

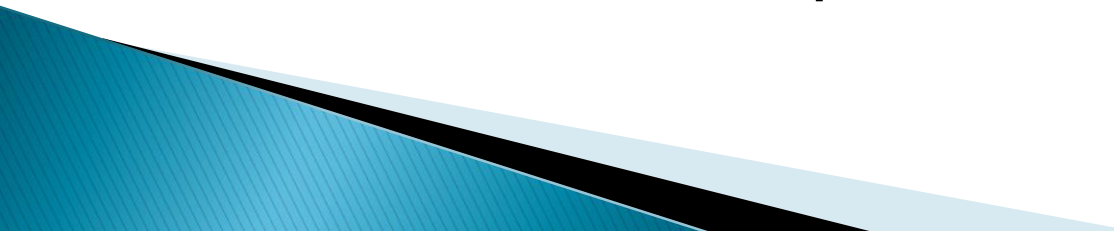
Common challenges (I)

- ▶ Weak capacity of academics; shortage of academics with PhD degrees in PA/PP; low status and salary (talents leave);
 - ▶ Limited access to the literature: Western literature in English; lack of local literature and cases;
 - ▶ Teaching versus research: high teaching loads; lack of academic integrity and research ethics; publications in predatory journals; no sabbatical leave policy; limited funding.
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Common challenges (II)

- ▶ Fear of constructive criticism by the government bodies, poor link between civil service and academics, academic freedom (PA Academies versus universities).
 - ▶ Policy-making is not based on evidence, as a result, many unpopular reforms, inefficient and ineffective governments.
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Conclusion

- ▶ Selective representation of international standards across MPA/MPP programmes – some isomorphism while specific peculiarities still exist.
 - ▶ Dearth in the literature on the policy reforms in the region.
 - ▶ High impact of the political regime and Soviet legacy on restricting the progress of PA/PP as an academic discipline.
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Q&A

- ▶ Does this presentation reflect teaching of MPA/MPP programmes in your country?
 - ▶ Your feedback is highly welcome.
 - ▶ Saltanat.Janenova@nu.edu.kz
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