

WS43 – Civil service managers

Session 1

The Chinese vision

The European questions addressed to the Chinese

Session 2

The European vision

- How can (public) management be taught in a modern manner in a democratic and centralized State such as France?
- How can the public service – which satisfies the French overall but has become rigid - be modernized?
- Can public management be considered a separate scientific discipline? How can various related disciplines be incorporated? Is there not a lack of theoretical research in the area of public management?
- How can public service performance be enhanced using a nuanced and differentiated approach (example: the fastest judge is the most efficient), even if the cost is reduced thoroughness of control procedures?
- How can administrative leadership in European countries be renewed?
- Challenge of introducing practical experience in public affairs training (illustrating the importance of the number of practitioners in European administration schools)
- How can behavior, expertise and inter-personal skills be emphasized in public affairs training, to a greater extent than head knowledge?
- Key question concerning evaluation: who does it, and how? And how can policies be evaluated in the absence of indicators and clearly defined policy strategy?
- How can civil servants be motivated without money as the key factor?
- How can high ranking administrators be controlled without resorting to varying extreme measures?
- In Germany, continuing training dispositions for public office are often occasions for networking. They are forums of exchange between

representatives of geographically distinct administrations (example of the German federal system)

- In many European countries, as in China, there are two categories of individuals receiving public service training: students and civil servants in in-house training. In France there is a poor fit between initial training and continuing education.
- The experience implementing specific ethics courses has not been convincing (lack of interest on the part of students). Ethics is better received when approached indirectly in non-specific courses (the case of Germany).
- The State is the major societal organizer in French society.
- In France, around 25% of the working population is employed by the public service (5 million civil servants).
- There are important differences between European countries regarding perception of the civil servant occupation. In France it is a “career” rather than a “job”.
- Training provided by the private sector is of limited use when it comes to civil service training.
- International comparison is fruitless if we only look for models to import, since each context is specific: each must determine the indicators and goals best adapted to their own situation.
- Course content is broadening due to the diversification of student profiles and changes in administration demand. This explains course enrichment notably the area of “public management”(project evaluation and management, for example).

The Chinese questions addressed to Europeans

- Where do students come from? Are they government- or university-selected?
- Since the public administration has an element of “social rites” and a resulting ethical dimension, are there morals and ethics courses in these

public service training programs in Europe?

- Does the public service training process guarantee that student will become civil servants?
- Can you detail the priorities of public administration training reform?
- What is the structure of the Public Service and what types of exams grant entrance to it?
- Do public administration students have contact with civil servants?
- Without trying to impose the same public service model on all Europe, is it possible to develop coordinated human resources management methods?

Session 3

The convergences between the European and Chinese society

- Same motivation and need to form a bureaucratic elite
- In each case, diversity of training approaches and methods
- In both China and Europe, an increasingly larger portion of training is dedicated to practical items, to concrete questions concerning everyday management (case studies). Theory is no longer predominant.
- We face the same training challenges: how are civil servants best trained? How can they be better prepared to work in the context of globalization?
- Increasing consideration given to questions of society (in China, how can the government contribute to the construction of a harmonious society, to human and social questions – the Chinese speak of “putting people first” -et cetera). In Europe, social issues draw increasing attention.
- The same concern of civil servant evaluation
- The same technical questions being asked, for example, how to implement a rigorous system of training and evaluation

The divergences between the European and Chinese society

- Two heterogeneous systems coexist in China (universities / administration schools). In Europe, training programmes lack standardisation and are extremely diverse.
- There are few technical differences between the European and Chinese training systems, but the way society is viewed is quite different.
- Different ways of evaluating the effectiveness of civil servants.
- Strong desire in China to get rid of bureaucracy, inefficiency and corruption.
- Though the principles of the rule of law, equal protection, transparency and the pertinence of the administration are shared principles, they are more normative in China and more descriptive in Europe. This is due to different political realities in Europe and China.
- The Chinese put more emphasis on international exchanges during their public affairs training.
- Difference in the meaning of the term “elite”. In China it is a “fashionable” word (creativity, diplomas, youth, proximity with high social spheres) and in Europe it is either a sociological term or a concept defined by the person, a person’s job or a person’s rank.
- “Power” is the main motivation of Chinese students who choose public affairs training programmes.
- In China, it is difficult to separate the administration from politics, though this is a basic principle in many other countries.

Session 4

Acting together on common challenge

- Establish a formal method of exchange to move beyond simple 'declarations of intent'.
- Promote the IRG/IDHEAP web site, which monitors public affairs training programmes. It can be an effective resource centre, a tool for networking, exchange and mutual understanding, and the foundation of a collective project.
- Establish cooperation programmes in public affairs training in specific areas like transport and the environment.
- Extend cooperation in training beyond technical areas like law, economics and accounting to general public management.
- Continue China-Europa Forums, possibly including more specific themes
- Maintain a regular follow-up of projects and organize regular meetings on specific issues, held in a school in Europe or China.
- Determine shared objectives to establish a dual diploma system between European and Chinese Public Affairs training programmes
- Set up bilateral learning exchange opportunities between China and Europe to address specific aspects of civil servant education.
- Examine the possibility of including a course on European humanism in Public Affairs training programs in Europe, and a course on humanist values and Confucian traditions in civil servant training programmes.
- Ensure the assignment of equal leadership roles in the organization of these projects