ASPECTS OF PROFESSIONAL TRAINING AT LOCAL AND CENTRAL PUBLIC ADMINISTRATION INSTITUTIONS FROM ROMANIA

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Abstract

The article aims to identify some characteristics of the training process of the central and local public administration employees. For comments formulation we used the information obtained from the central and local public administration civil servants, which was collected by applying a statistical questionnaire. The study emphasizes a series of positive and negative aspects related to the application of some instruments for consulting the actors involved in the training process, the curricula content of the training programs addressing the public sector personnel at central and local levels.

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1. Introduction

The public administration reform process started with a change of system after 1990 and especially after 1999, during the commencement of the European Union accession process that required major changes of the civil service. The development of the Romanian public administration reform strategy in 2004 required the completion of a diagnostic analysis of the civil service. The diagnostic analysis performed reported major problems in the continuous training process of the public administration staff. Among the most serious problems revealed by the studies carried out we can mention the absence of a structured network of training providers in public administration. Under these circumstances the training capacity was reduced and the funds allocated for training were far below those needed to carry out training for all civil servants, considering the requirements of the existing legislation; the lack of a standard system for the provision and allocation of continuous training programs that creates, in the current situation, important organizational and operational differences between the suppliers; the absence of an external monitoring and evaluation system of the training process quality.

A series of progresses were made in the following period, notably by improving the national network of training providers for the civil servants. Unfortunately, this effort was not paired up with an effective application of standards for monitoring the trainings performed.

The basis of this article is "The study of the training needs of the civil servants from central and local administration in Romania" (Andrei, Profiroiu and Profiroiu, 2010), coordinated by the Academy of Economic Studies, Department of Public Administration and Management, within the project funded through the Sectorial Operational Program – Development of Administrative Capacity.

In this article we highlight some aspects regarding the professional training according to the points of view expressed by the civil servants, from the central and local public administration, based on the application of a statistical survey applied to two samples of employees from central and local public administration levels.

The article is organized as follows: the first part presents a series of general aspects and characteristics of samples defined by the statistical tools applied to the people from the two samples; the second part presents the views of the employees on the quality of trainings provided by various types of training providers; the third part presents a number of issues related to training on categories of employees. In this sense some similarities and differences between staff training programs offered to civil servants from central and local public administration levels are highlighted; in the last part several aspects of the training programs by categories of staff are analyzed. A series of disciplines that are recommended to be applied in the continuous training programs for the two categories of employees, from managerial and non-managerial positions are outlined as well.

2. The applied methodology

For the collection of the statistical information we defined two samples of employees, one from the central government and the other one from the local government. The

sample size from the central public administration consisted out of 220 civil servants and the sample size of the local public administration consisted out of 280 civil servants. In both cases, the size of estimation error is ±2%.

The information collected based on the two questionnaires applied to the civil servants from central and local public institutions, allowed the formulation of some comments relating to the areas of interest for training courses for the employees of the two levels of administration; it allowed us to identify the list of courses required by the public institutions and to analyze the training process from the public institutions in relation to the quality of the training offered by different trainers, and to identify shortcomings in the organization of the training process in public administration institutions, as well as to formulate recommendations.

Therefore, the questionnaire addressed a number of questions that allowed the identification of the employees' distribution in the sample, in relation to the gender, category of staff, level of training and category of institution. The survey mostly used closed-ended questions.

Table 1 shows the main categories of variables which are defined based on the questionnaire questions. Therefore, variables used in the analysis, reported to the aggregation level, are divided in two categories: primary variables that are directly defined based on the questions included in the statistical questionnaire (these are the variables used to characterize a particular aspect of the training process); aggregated variables defined using two or more primary variables (these are the variables that characterize some general aspects of the professional training process).

Table 1: Variables defined based on the questionnaires

No.	Section	Number of primary variables	Number of aggregated variables
1	Quality of the work undertaken by the manager in charge of training	7	1
2	Characteristics of the last professional training course	4	-
3	Determination of the professional training needed	6	2
4	Administration of the training in institutions	9	2
5	Defining the professional training curriculum	57	-
6	Quality of services offered by the trainers of continuous training	6	1
7	General characteristics of some aspects related to the implementation of continuous training courses	13	2
8	General characteristics	14	-

3. Content of continuous training programs

The questionnaire introduced a number of questions to highlight some aspects related to the training programs' curriculum structure and the tools used to identify the institutions' training needs.

An important aspect of any training process is the training curriculum structure defined in terms of a number of issues, such as the type of institution in which the

person is employed, staff category etc. We were interested to determine whether there are significant differences between the training programs offered to the management personnel and to the implementation personnel from the two administrations.

Within the applied questionnaire there was inserted a question to estimate to which degree some disciplines were included in the personnel training programs in the last two training programs.

In this regard we defined the list of disciplines included in Table 2. Table 2 presents both the percentage of people who stated they followed certain disciplines, as well as the descending order of the disciplines related to their frequency in the two previous training programs. Based on data from this table the following comments were obtained:

- There is a group of subjects that participated to a significant extent in the continuous training programs. In this regard we could mention human resource management (which was followed by around 20% of the employees surveyed in central administration, respectively by 19.3% of those from local administration), public management (18.2% and respectively 15.0%), and applied informatics in public administration (14.1% and respectively 12.5%);
- Disciplines that approached more technical aspects were proposed to a lesser degree for training courses. In this respect we can mention applied statistics in public administration (such courses were followed only by 4.5% of employees of central administration, respectively 2.9% of those from local administration), European economy and financial management (5.9% and 6.1%) and local finance (2.3% and respectively 7.5%). Courses on topics such as the European economy had a weak representation in the training courses (5.9% respectively 3.2%);
- Data from the table below highlight some insignificant differences between the training programs for employees of the two administrations. Thus, the correlation coefficient calculated by weighting the disciplines included in the training plan at the central and local level is 0.81;
- The same observation is mentioned if the correlation coefficient value is determined by the ranks of the disciplines. Thus this indicator is equal to 0.78. The values obtained highlight two relatively similar structures for the courses from training plans for the public institutions of central and local administration.

The regression method was applied in order to determine whether there are similarities between the lists of subjects in the training curricula at the level of the two administrations. In this regard two variables were defined: $Y_i^C, i=1,\ldots,22$ is a variable defined based on the percentage of the persons from central public administration that stated having i discipline in the last two training sessions; the second variable was defined based on data series at the level of local public administration. Therefore, it is marked down with $Y_i^L, i=1,\ldots,22$ the percentage of the persons from local public administration that stated having i discipline in the last two training sessions.

Graph coordinate points $(Y_i^L, Y_i^C), i=1,\ldots,22$ are presented in Figure 1. The distribution of these points suggests a linear dependence between the two variables. In these

conditions it is defined a simple linear regression model, allowing evidence of similarities between training programs in relation to the disciplines included within them:

$$Y_i^C = b + aY_i^L + \varepsilon_i \quad [1]$$

where ε_i is a random variable of zero mean, constant variance which is complying the non-correlation hypothesis.

Table 2: Characteristics of the disciplines included in the training programs

No.	Subject	Percentage		Rank	
		Central	Local	Central	Local
1	Public management	18.2	15.0	2.0	4.0
2	Public policy	13.6	6.4	6.0	12.5
3	Applied informatics in public administration	14.1	12.5	5.0	5.0
4	Public finance	7.3	6.4	15.0	12.5.0
5	Applied statistics in public administration	4.5	2.9	21.0	22.0
6	Local finance	2.3	7.5	22.0	10.5
7	European economics	5.9	3.2	19.5	21.0
8	Public procurement	9.1	15.4	10.5	2.5
9	Public services management	10.0	9.6	9.0	8.0
10	Strategic and regional planning	8.2	4.3	13.0	18.5
11	Project management	15.0	15.4	4.0	2.5
12	European culture	6.4	3.6	18.0	20.0
13	Financial management	5.9	6.1	19.5	15.0
14	Monitoring and evaluation of European funded programs	10.0	6.1	9.0	15.0
15	Internal audit	6.8	7.5	16.5	10.5
16	Change management in public administration	7.7	5.4	14.0	17.0
17	Total quality management in public administration	10.0	6.1	9.0	15.0
18	Communication and public relations	15.5	11.4	3.0	6.0
19	Human resources management	20.0	19.3	1.0	1.0
20	Budgetary accountancy	9.1	10.4	11.5	7.0
21	Public administration reform	10.1	7.9	7.0	9.0
22	Environmental protection	6.8	4.3	16.5	18.5

For the parameters estimation the method of least squares was applied. After estimating the model parameters through this method the following results, presented in Table 3, were obtained.

Table 3: Characteristics of the regression model

	Coefficient	Standard Deviation	t Stat
Intercept	2.984446	1.29158	2.310693
X Variable 1	0.82364	0.128684	6.400459
R^2	0,813		
F	40,97		

The above presented results come to support an initial finding, that ***there are some differences but not major, between the curriculum areas of the last two courses followed by employees of central and local public administration***. In these circumstances, it should be established to what extent we need a diversity of disciplines included in the continuous training for future sessions at the level of the two categories of institutions.

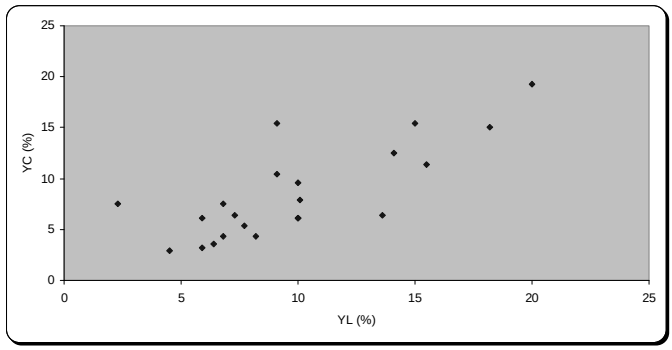

Figure 1: Relation between Y_i^C and Y_i^L

4. Using tools to define training needs

For a proper definition of the curriculum an assessment of the training needs taking into account the views of the major actors included in this process is recommended:

- Institutions' employees, structured by various characteristics;
- Public institution, taking into account the evaluation of the current needs, but also their necessity to modernize;
- Public services beneficiaries;
- Institutions that are responsible with the public administration reform (Ministry of Administration and Interior - MAI, National Agency of Civil Servants - NACS, National Institute of Administration - NAI);
- Providers of continuous training.

For the consultation of the five categories of actors, different instruments were used. The study evaluated the opinion of the public institutions' employees in relation to the use of the following instruments which are designated to define the continuous training needs:

– A regularly applied survey to the employees of the institutions (I_1);
– Performance evaluation reports of the employees (I_2);
– Proposals submitted by the heads of the functional departments (I_3);
– Content of the civil servants' job descriptions (I_4);
– Offers submitted by training suppliers (I_5);
– List of comments submitted by the beneficiaries (I_6);
– Recommendations of NACS (I_7);
– Recommendations of NAI and of the regional centers for professional training (I_8).

After processing the information from questionnaires it is observed that there is little direct consultation of the administration staff that receives training. Values calculated from statistical indicators show that a regular application of a statistical survey to the governmental staff is a common practice.

Figure 2 presents the average grades given by employees from central and local administration to the practice of public institutions in using statistical questionnaire for identifying the training needs. In the interpretation of the two values it should be considered that the field of values of this indicator is a range of values from 1 (the tool is not used at all) to 4 (the instrument is usually used). The results obtained shows that this is a tool used only occasionally, which is not important in identifying the need for professional training.

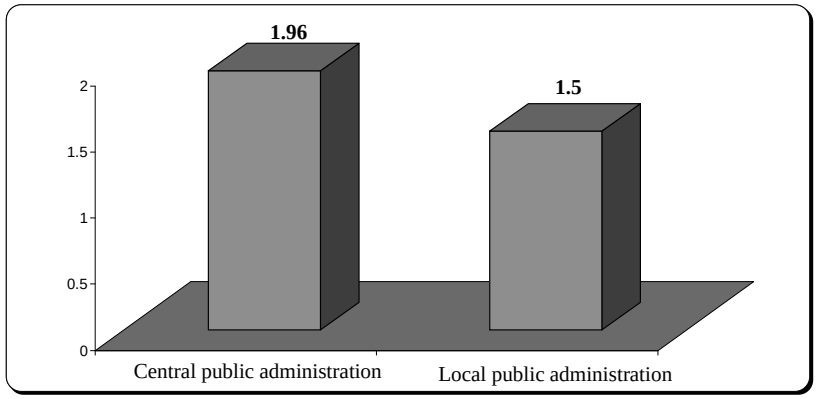

Figure 2: Assessment on the use of statistical questionnaires to determine training requirements

Figure 3 presents the average opinion of the employees from central and local public administration regarding the use of instruments for determining the training needs. Based on the information from this graph the following comments can be made:
– both at the central public administration, but especially at the local public administration, the direct consultation of employees on the basis of statistical questionnaires is rarely used;
– regarding instruments I_2, I_3, I_4, I_5 and I_6 there is a great similarity in their use at the level of the two administrations;

– the institutions from local public administration are defining their curricula taking into account the recommendations from NAI and regional centers;
– the institutions from central public administration are taking into account to a greater extent the recommendations from NACS;
– in both cases, the most important way to establish training needs is by following the proposals put forward by the heads of the functional departments.

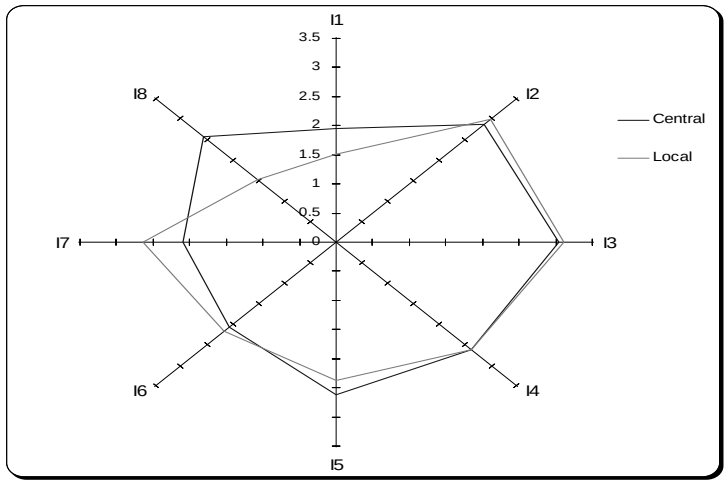

Figure 3: Use of instruments in determining training needs at central and local administration

5. Analysis of the consultation degree of the stakeholders involved in the training process

In the following is calculated a statistical indicator for assessing the consultation degree of each actor involved in the process of continuous training: employees, the public administration institution, the public services beneficiaries, institutions directly involved in defining characteristics of the reform process (NAI, NACS etc.) and the training providers.

The indicator used to characterize the degree of consultation of each actor involved in this process is calculated based on the information included in the survey of the public administration employees. The indicator, calculated based on the employees' opinion, is presented below:

– **To assess the views of the employees it is considered the degree of use** of statistical questionnaire applied to the public administration employees in the pre-phase of training plan development and the use of employees' performance appraisal reports.

In these conditions the statistical indicators used to assess staff opinion are defined based on the following relationship:

$$EOP=\alpha \cdot EO(I_1)+(1-\alpha) \cdot EO(I_2) \quad [2]$$

where:

- $\alpha \in (0,1)$ is a scalar which highlights the importance of direct consultation of employees in defining training requirements. In this study it is considered that $\alpha = \frac{1}{2}$;
- $EO(I_1)$ is an indicator used to assess the training needs based on the information collected directly from the employees on the direct application of a statistical survey;
- $EO(I_2)$ is an indicator used to assess the training needs considering the content of the employees' performance evaluation reports.

For the case in which $\alpha = \frac{1}{2}$ following values are obtained for *EOP* at the level of the two administrations: 2.40 for central and 2.25 for local.

- **For assessing staff opinion considering the institution' needs in defining the training needs** there are considered the proposals made by the managers and the extent to which information contained in employees' job descriptions is used.

We defined the statistical indicators for assessing the degree in which institution needs are taken into account when assessing training needs by:

$$ENI = \frac{1}{2}(EO(I_3) + EO(I_4)) \quad [3]$$

where:

- $EO(I_3)$ is an indicator used to assess training needs based on information submitted by the heads of functional departments;
- $EO(I_4)$ is an indicator used to assess training needs taking into account the information contained in the civil servants' job descriptions.

Based on the data from the two samples the following results were obtained: 2.82 for central public administration and 2.85 for local public administration.

- **An important source of information for defining training needs should be the beneficiaries' requirements for improving the quality of services.** Based on the information from the questionnaires applied to the employees it is determined the value or the indicator used to measure the employees' opinion regarding the degree in which the comments received from the public service beneficiaries in the process of defining the training needs are considered ($EO(I_6)$):

$$EOB = EO(I_6) \quad [4]$$

The values of this indicator are 2.07 for central public administration and 2.16 for local public administration.

- **In determining the training needs at the public institutions level, recommendations from institutions responsible with the system reform should be also considered.** In this regard the recommendations of NACS, NAI and regional

training centers may provide some structure on the professional training supply at the level of the public institutions.

For assessing the opinion of the civil servants regarding the influence of recommendations made by the three institutions (NCSA, NAI and regional training centers) in framing the training offered in the institutions the following indicator was used:

$$EIR=\frac{1}{2}(EO(I_3)+EO(I_4)) \quad [5]$$

where:

- $EO(I_3)$ is an indicator used to assess training needs based on the recommendations made by NACS;
- $EO(I_4)$ is an indicator used to assess training needs based on the recommendations of NAI and the regional training centers.

Based on information from the two samples following values are obtained: 2.31 for central public administration and 2.07 for local public administration.

- In determining the training offers at the level of an institution is recommended to take into account the offers made by various training providers.

Based on the information from the two samples it is evaluated the employees' opinion regarding the consideration given by institutions to the bids submitted by training providers. The indicator is defined as follows:

$$EOF=EO(I_5) \quad [6]$$

where:

- $EO(I_5)$ is an indicator to quantify the employees' opinion regarding the consideration given by institutions to the bids submitted by the training providers.

Based on information from the employees in the samples defined the following results were obtained: 2.60 at central public administration and 2.37 at local public administration.

The above obtained results indicate that the practice of consulting stakeholders in the training process is more evident in institutions of central administration than in local administration.

To argument this claim the graph in Figure 4 is presented, where are presented the indicators used to characterize the degree of consultation of stakeholders in defining the training need.

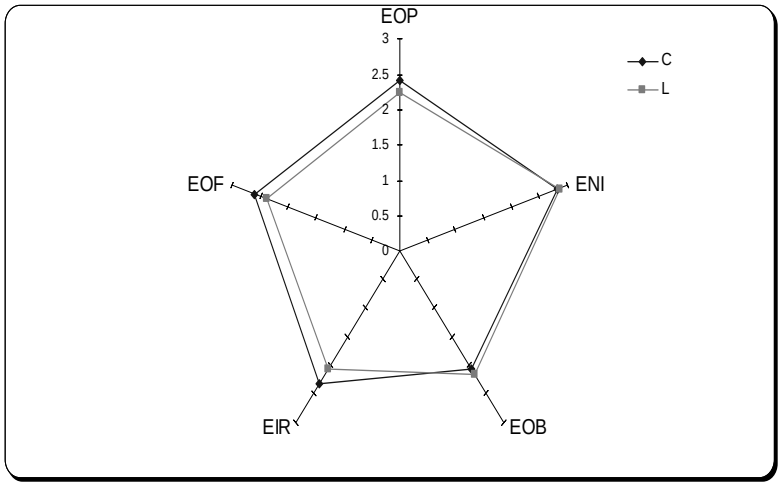

Figure 4: Indicators regarding the evaluation
of some actors in determining the training need

6. Training characteristics by personnel categories

In defining the training curriculum it is recommended to take into consideration the management or implementation personnel characteristics to whom training is addressed. In this part of the paper some conclusions are made about training curricula for civil servants from managerial and non-managerial positions at local and central public administration. No information was collected to determine to what extent the course content from a specific discipline differ from the management and implementation personnel. To perform this analysis Table 4 presents the percentage of people from both positions, local and central public administration, which followed the last two courses and actually completed one or more of the disciplines presented in this table.

Given this set of data and using the statistical methods such as regression model and regression coefficient, we tried to identify a number of similarities and differences that exist between training curriculum for employees of central and local public administration.

In Table 4 sets of data are defined for the below presented variables:

- Y^{CC} percentage of managerial staff from central public administration who have graduated from a discipline within the last two training courses;
- Y^{CL} percentage of managerial staff from local public administration who have graduated from a discipline within the last two training courses;
- Y^{EC} percentage of non-managerial staff from central public administration who have graduated from a discipline within the last two training courses;
- Y^{EL} percentage of non-managerial staff from local public administration who have graduated from a discipline within the last two training courses.

Table 4: Percentage of people who have completed a discipline

No.	Discipline	Managerial		Execution	
		Central Y_i^{CC}	Local Y_i^{CL}	Central Y_i^{EC}	Local Y_i^{EL}
1	Public management	32,4	27,5	13,5	11,2
2	Public policy	15,5	11,1	12,5	3,5
3	Applied informatics in public administration	14,1	6,2	15,4	16,8
4	Public finance	9,9	6,2	2,9	7,0
5	Applied statistics in public administration	2,8	1,2	3,8	4,2
6	Local finance	2,8	7,4	1,9	8,4
7	European economics	7,0	3,7	3,8	2,8
8	Public procurement	11,3	22,2	6,7	14,7
9	Public services management	18,3	17,3	6,7	2,8
10	Strategic and regional planning	11,3	4,9	5,8	3,5
11	Project management	18,3	13,6	9,6	18,2
12	European culture	7,0	4,9	5,8	2,1
13	Financial management	8,5	4,9	3,8	7,7
14	Monitoring and evaluation of European funded programs	8,5	4,9	6,7	7,7
15	Internal audit	5,6	6,2	5,8	8,4
16	Change management in public administration	15,5	7,4	4,8	3,5
17	Total quality management in public administration	12,7	9,9	6,7	4,2
18	Communication and public relations	15,5	8,6	18,3	14,0
19	Human resources management	18,3	16,0	19,2	23,1
20	Budgetary accountancy	15,5	11,1	2,9	11,2
21	Public administration reform	16,9	8,6	6,7	9,1
22	Environmental protection	7,0	3,7	7,7	4,9

Using these variables were defined simple regression models. Based on the obtained results a series of observations concerning aspects of training were made.

Hereby are presented four regression models:

– **Model I** is used to determine the extent of managerial personnel at central and local public administration receiving the same disciplines in the training process. The model is defined by:

$$Y_i^{CC} = b_1 + a_1 Y_i^{CL} + \varepsilon_i \qquad [7]$$

– **Model II** is used to analyze the similarities that exist between training of the non-managerial staff from central government and local public administration. The estimated model parameters are defined by the linear regression:

$$Y_i^{EC} = b_2 + a_2 Y_i^{EL} + \varepsilon_i \quad [8]$$

– **Model III** provides a frequency analysis on disciplines offered to the managerial and non-managerial personnel from the central public administration. In this regression model parameters are estimated below:

$$Y_i^{CC} = b_3 + a_3 Y_i^{EC} + \varepsilon_i \quad [9]$$

– **Model IV** provides a frequency analysis on disciplines offered to the managerial and non-managerial personnel from the local public administration. In this regression the model parameters are estimated below:

$$Y_i^{CL} = b_4 + a_4 Y_i^{EL} + \varepsilon_i \quad [10]$$

Within the four regression models ε_i is a random variable of zero mean and constant variance. The constraints of the four parameters are estimated by the method of least squares using data presented in Table 3. The results obtained from estimating the parameters using the method of least squares are presented in Table 5. Table 6 presents the correlation matrix of the four variables.

Table 5: Characteristics of regression models

	Model 1	Model 2	Model 3	Model 4
b	4.88 *(3.02)	3.10 * * (2.02)	6.54 * (2.90)	5.16 ** (2.24)
a	0.81* (5.65)	0.54 * (3.64)	0.76 * (3.11)	0.50 ** (2.21)
R^2	0.78	0.63	0.57	0.44
F	32.00	13.30	9.65	4.87

* $-\alpha = 0{,}00$, ** $-\alpha = 0{,}05$

Table 6: Correlation matrix

	CC	CL	EC	EL
CC	1.00			
CL	0.78	1.00		
EC	0.57	0.40	1.00	
EL	0.39	0.44	0.63	1.00

The results obtained allow us to formulate the following conclusions:

– There is a great similarity between the training curriculum for the civil servants from central and local public administration.
– The degree of similarity between the training programs is higher for the implementation personnel from central and local public administration and lower for the managerial personnel.

– There are significant differences between training of managerial and non-managerial personnel, from both central and local public administration. It should also be noted that this is most evident at the level of the local public administration.

An important aspect of training is given by the significant similarities and differences identified between the disciplines preferred by the personnel from central and local public administration. Table 7 presents a list of prioritized disciplines proposed to the two categories of employees. In the table are listed the following information related to the subjects indicated:

– Average score granted by the employees from the two administrations. This is a number from the interval [1-4], where 1 is to assess the least important and 4 the most important;
– Discipline position in a ranking from 1 - the most required discipline to 22 - the least requested discipline, corresponding to each administration level.
– An indicator of similarity between the requests from the two administrations calculated using the relationship:

$$IS_i = \frac{MAL_i}{MAC} 100 - 100, \quad i = 1,...,22 \qquad [11]$$

In the above relationship the following notations were used:

- *MAL*– average grades given by the employees of local public administration to a discipline in relation to their desire to deepen the knowledge;
- *MAC*– the same grade for central government employees. Indicator value near zero indicates a high similarity between the demands of the employees from the two administrations.

We consider that an indicator value in the range (-10, 10) indicates a high similarity between the claims of the employees from the two administrations. A positive value of the indicator shows a higher demand from the employees from local administration and a positive value shows a higher demand from the employees from central administration.

Based on the above table we distinguish three classes of equivalence for the degree of discipline application by the staff from the two administrations:

– disciplines that are applied equally to the two administrations. These are disciplines which value of similarity indicator ranges from -10% to 10%. In the table above are presented the subjects of equivalence class 1;
– disciplines that are applied regularly to a greater extent in one of the two administrations. The values of similarity indicator are within the ranges of values $(-20,-10) \cup (10,20)$. This equivalence class is noted by 2;

– in the third equivalence class are included subjects for which the index of similarity is less than -20% or more than 20%. These are subjects usually applied to one of the two administrations. This equivalence class is noted by 3.

7. Conclusions and final comments

In the process of the civil service reform, the improvement of the civil servants' training is regarded as an important component. An inappropriate conduct of the continuous training determines direct losses, which are measured in an inappropriate use of public funds, but mostly indirect losses that are generated by using it in a system of employees who are not prepared to meet the requirements of the current activities and especially those of modernization. If the direct losses can generate corruption in the public system, indirect losses can determine the dilution of the value system of the public system.

To increase the efficiency of the continuous training process of the public authorities and institutions it should implement a modern system for training needs identification, instruction and continuous training for employees of public sector so as to reduce the direct and indirect losses reported above. This process must be participatory and should include all the relevant actors involved in it: employees of central and local public administration, public authorities and institutions, the beneficiaries of these services, central and local institutions directly involved in the modernization process of the administration, as well as training providers.

To increase the effectiveness of the consultation process it is recommended to use the appropriate tools for consulting the stakeholders involved in this process. To ensure the transparency of this process it is recommended to develop a clear methodology for the use of the actors' consultation instruments. The study conducted based on the information collected from the public administration employees recommends a better consultation of stakeholders involved in the training process that means identifying the real training needs.

The results of processed statistical information obtained by applying the questionnaires to the public administration employees indicated a weak direct consultation of the civil servants through their regular consultation using statistical questionnaires. In this regard, to address this deficiency, the application of periodic questionnaires at the level of each institution is recommended, allowing the identification of the shortcomings in the training sessions attended, as well as a preliminary assessment of the training demand for future periods.

The results obtained in the study show significant similarities between training courses for employees from the two public administrations. Within the training courses should be included both general courses, but also some specific or technical courses.

Table 7: Similarities and differences between disciplines demanded by local public administration and central public administration

Discipline	MAL	MAC	Rank L	Rank C	IS	Equivalence class
Public management	3.08	3.04	6	3	1.3	1
Public policy	2.50	2.76	18	10	-9.4	1
Applied informatics in public administration	3.11	2.70	2, 3, 4	13	15.2	2
Public finance	2.59	2.24	16	18	15.6	2
Applied statistics in public administration	2.15	2.10	21	21	2.4	1
Local finance	2.56	1.76	17	22	45.5	3
European economics	2.33	2.38	20	15	-2.1	1
Public procurement	2.95	2.51	8	14	17.5	2
Public services management	3.10	2.72	5	12	14.0	2
Strategic and regional planning	2.64	2.98	13	4	-11.4	2
Project management	3.11	3.21	2, 3, 4	1	-3.1	1
European culture	2.41	2.73	19	11	-11.7	2
Financial management	2.62	2.32	14	16, 17	12.9	2
Monitoring and evaluation of European funded programs	2.84	2.84	11	7	0.0	1
Internal audit	2.61	2.21	15	19	18.1	2
Change management in public administration	2.91	2.92	9	6	-0.3	1
Total quality management in public administration	2.87	2.77	10	9	3.6	1
Communication and public relations	3.11	3.14	2, 3, 4	2	-1.0	1
Human resources management	3.23	2.94	1	5	9.9	1
Budgetary accountancy	2.65	2.13	12	20	24.4	3
Public administration reform	2.99	2.78	7	8	7.6	1
Environmental protection	2.06	2.32	22	16, 17	-11.2	2

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