

# Chapter 7

## Public Administration (PA) Education in Italy

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### ABSTRACT

*PA education is closely related to the public administration understanding of the relevant country and the public administration reform process. In this context, the structure of the Italian public administration, its historical roots, traditions, and public administration reform processes are discussed in order to understand the PA education in Italy. Since Italy is from the Continental European school of public administration, its effects on public administration reforms and PA education in Europe have been examined. Factors such as the spread of the new public management approach and the Bologna process initiated by the European Union, the convergence process in PA education and its effects on Italy are discussed. It is aimed to shed light on the PA education studies in Turkey by considering the PA education in Italy, one of the important representatives of the Continental European public administration understanding, which constitutes the intellectual foundation of the Turkish administrative system.*

### INTRODUCTION

The public administration mechanism, which plays a significant role in the functioning of social life, provides the basis for scientists to analyze the functioning of the state and to express their suggestions for the effective delivery of public services. The employment of qualified public personnel who can adapt to the changing and developing state structure within the framework of the needs of the society comes to the fore more and more as a problem area. The qualifications and abilities of public personnel, who play a critical role in the provision of public services and the functioning of the state, also emerge as a problem area in this context. In parallel with this problem, another issue that should be taken into account is the decreasing interest of the new generation in public duties and the fact that public duties are placed in the background in their job preferences (Partnership for Public Service, 2012). As a matter of fact, according to the results of the research conducted on 37,000 students by the US-based National

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Association of Colleges and Employers (NACE) in 2011, only 6% of the students want to be public servants (Partnership for Public Service, 2012). In another study conducted in the USA, it was determined that there is a regular decrease in the demand for being a civil servant among students who graduated from public administration, and this tendency increases more and more towards the last year (Chetkovich, 2003, p.660). While it can be observed that the attractiveness of the public sector still continues due to the lack of career opportunities offered by the private sector in developing countries such as Turkey, the situation is the opposite in developed countries as the US research shows. With the non-governmental organizations in developed countries taking a much more active role in the public decision-making and implementation stages, the classical public administration understanding and functioning began to change (Kettl, 2001, p. 213). This change has led to the expansion of curricula in the public administration departments of many universities to include private sector management (Rhodes, 1994, p. 138).

The unique management style and philosophy of each country, formed in the historical process, is the main factor that determines the public administration, public services and bureaucratic structure of that country. Although there has been a process of assimilation in the understanding of public administration in all liberal democracies within the framework of the “new public management” understanding that emerged in the post-1980 period, the differences created by the unique management approach arising from the traditions of each country still continue. The institutional structure, which is formed in the light of each country’s unique political culture and historical experience, not only shapes administrative reforms but also largely determines the content of academic studies (Kickert, 2005, p.538). When it comes to public administration education (PA education), there are two main approaches accepted in the world. The first is an Anglo-Saxon (USA, England, Canada) origin free market-based PA education approach, where the New Public Management understanding shaped by neo-liberal ideology was born. The second is the Continental European PA education approach, which is mostly based on the administrative law education system. Despite the fundamental difference in approach, factors such as Europeanization, globalization, and the interaction of international actors bring similarity in higher education policies, while similarity is encouraged/imposed by supranational institutions such as the European Union and the World Bank, especially in Central and Eastern European Countries.

In this context, Turkey has experienced and is experiencing similar processes in public administration due to its relations with both the EU membership process and economic-based cooperation organizations such as the World Bank and OECD. The reflections of these processes on higher education have started to emerge in recent years (Babaoğlu, 2018, p. 189). Considering the Turkish administrative structure, legal understanding and the construction of the education system in the historical process following the establishment of the Republic, it is seen that the Continental European approach is based. After the proclamation of the Republic, since the existing legal and administrative structure was contrary to the ideology and modern structure of the Republic, the administrative and legal understanding of Continental Europe was adapted. Laws adopted from France in the Tanzimat Period were replaced by German, Swiss and Italian laws in the Republican Period. In 1926, the Commercial Code from Germany, the Penal Code from Italy, the Civil Code from Switzerland, in 1927, the Code of Criminal Procedure from Germany, and the Code of Civil Procedure and Enforcement and Bankruptcy Law from Switzerland in the same year were put into effect in Turkey with some changes (Ulusoy, 2017). The reflections of the legal and administrative order adapted from Continental Europe with the establishment of the Republic were also seen in PA education. For this reason, it is essential to address the changes and developments in PA education in Continental Europe while addressing PA education in Turkey. In this study, it is aimed

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