

## THE EXPERIENCES OF THE CENTER FOR PUBLIC AFFAIRS STUDIES IN EDUCATION FOR EUROPEAN ADMINISTRATION

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**ABSTRACT:** *The “Corvinus” University of Budapest is one of the largest and most prestigious institutions of higher education in Hungary. Historically, the graduates of the university were called upon to serve as top and middle-level public officials in the central government of Hungary, as well as in various national public authorities. However, the study of public policy making and public management, in the form and content as developed in Western countries, were not a component of the Hungarian higher education. Realizing this gap in the Hungarian higher education and building on its existing faculty, the university decided to offer degrees in public policy and management. From the beginning the purpose is to develop an educational program with a standard of academic excellence matching its leading European and American counterparts. This strong emphasis on quality shaped the early selection of faculty and the first steps of implementation. In the fall of 1991 the Center for Public Affairs Studies was established to initiate graduate and post-graduate education in public policy, public administration and management. The main task of the Center is to create, organize and coordinate coherent educational and training programs as well as initiate and commission research concerning public sector. The Center has rapidly gained recognition in the international academic community. The paper describes the successes of the Center in developing educational programs for European Public Administration and analyses the difficulties the Center faced in the last twenty years.*

**KEYWORDS:** *European Administration, higher education, public policy, public management, educational program, Hungary*

**JEL CLASSIFICATION:** *K 00, K 39*

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## 1. INTRODUCTION

Social science education in Central and Eastern Europe experienced a burst of activity with the onset of the democratic changes in the late 1980s. New departments and, indeed, entire universities were created. However, the experience of socialism left social science departments in the region with a strong legacy of isolation to overcome. Although the situation varied from country to country, all departments faced and continue to face a lack of financial support from state institutions, burgeoning student enrollments, and inexperienced faculty, a dearth of Western texts and locally relevant information, and poor communication infrastructures.

The Corvinus University of Budapest is one of the largest and most prestigious institutions of higher education in Hungary. Historically, the graduates of the university were called upon to serve as top and middle-level public officials in the central government of Hungary, as well as in various national public authorities. However, the study of public policy making and public management, in the form and content as developed in Western countries, were not a component of the Hungarian higher education. Realizing this gap in the Hungarian higher education and building on its existing faculty, the university decided to offer degrees in public policy and management. From the beginning the purpose is to develop an educational program with a standard of academic excellence matching its leading European and American counterparts. This strong emphasis on quality shaped the early selection of faculty and the first steps of implementation.

In 1992, the Department of Public Policy and Management came into being at the university.

For mobilizing intellectual resources toward the academic activities which do not fit well to the standard departmental structure, like outreaches, the Center for Public Affairs Studies (CPAS) was set up at the university in 1991. It is primarily built on the academic staff of the Department of Public Policy and Management. Academics from other departments of the university also participate in the Center's work. The creation of CPAS has proved to be remarkably fruitful, it has been functioning as synergetic instrument inside and outside the university to attract interested parties to the joint endeavor in adapting up-to-date knowledge and skills to the purpose of utilizing them in the public sector in Hungary.

Ever since from its establishment CPAS was contemplating about launching postgraduate in-service educational and training programs as part of its regular activities. Due to the shortage of intellectual and financial resources no regularly offered in-service programs have yet been developed, though academic faculty of the Center has taught courses in in-service training programs organized by other institutes. For example, in 1995, the Center's staff taught in a "train the trainers" component of the Reforming Hungarian Public Administration project, which is a European Union PHARE program.

The intellectual capital of CPAS has been utilized in many other ways outside the University. Other Hungarian universities ask faculty members to deliver courses on topics relevant to the public sector and policy making in their educational programs.

Through the Center for Parliamentary Management - which is a joint organization of CPAS and the Office of Parliament - the Center has been involved in assisting the legislative work of the parliamentary committees with collecting and publishing information materials.

In the Central Eastern European region, the Center is among the few institutions that focused attention on public economics, policy and management as a multi-disciplinary field. Academic staff of the Center has been elected to serve on boards and committees of international professional organizations, including the European Group of Public Administration (EGPA) and Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee). CPAS colleagues actively participate in research and other projects organized by these international organizations.

Another sign of recognizing the quality and the direction of the work of the Center is that in 1996 it was invited to become a member of the network of Public Administration Schools

## **2. PIONEER PROGRAMS THAT PROVIDED THE GROUNDS**

The Center has rapidly gained recognition in the international academic community. Three distinguished professional associations offered membership to the Center. The National Association of Schools of Public Affairs and Administration (NASPAA), The Standing Conference of European Public Service Training, and The European Group of Public Administration (EGPA). Besides, the Center is one of the founding institutions of The Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee).

The accomplishments achieved so far by the Center could not have been realized without the professional and financial support received from the European Community and the United States. The Ford Foundation, the US AID and USIS made substantial contributions to the programs of the Center.

## **3. THE TEMPUS PROJECTS**

Among the pioneer grants the EC's TEMPUS project through a three-year grant awarded in 1991 facilitated a broad cooperation between the Center and four Western European universities, providing for advanced education of university faculty and allowing university to host scholars from the partner universities (Catholic University of Leuven, Erasmus University Rotterdam, Aston Business School, Athens Business School). The main objectives of the project were to create an academic environment of the highest quality for cultivating the multi-disciplinary academic field of public policy and public management, to develop a capacity to run university programs for graduate level studies as well as continuing, education and workshops for practitioners in the area of public policy and public management, and to create a unique meeting ground for synthesizing the best contemporary theories and practices concerning public service in developed democratic societies and thus develop the capacity for future research in the area, with special emphasis on research to prepare teaching materials at the beginning.

A two-year long graduate program in Public Policy and Management was developed and was taught for the fourth and fifth grades students. The Public Policy and Management program had a multi- and inter-disciplinary focus, and was based on a practice oriented approach. There was no existing similar educational program at university level previously in Hungary. The seven core courses (Public Sector Economy, Public Finance, Process of Public Policy, Public Policy Analysis, Organization and Management in the Public Sector, Public Administration Law, and Responsibility and Ethics in the Public Sector) were all newly developed and from the fifteen electives more than half were new ones. The new program and the new courses - a few of them have an undergraduate version as well - had become an integral part of the university curriculum. The specialization had become a fully recognized part of the curricula. This also means that the specialization was indicated in the diploma received after graduation.

Colleagues from the newly created Department of Public Policy and Management and from the Department of Organization and Management and the Department of Future Studies who offer the courses were responsible for course development. The staff mobility (retraining/updating) was a great contribution to their work. They consulted faculty from partner universities, visited classes on site and adapted their newly gained experiments. Faculty from partner universities visiting our university was also used in this program action. Individually, experts on the similar field exchanged ideas and the Workshop offered an occasion for more public discussions. Leading local faculty evaluated the program and course development after semesters. Content of the subjects, teaching methods, established grading policy and students' reports were used in these evaluations.

We received also permission from EC Tempus office to organize two short (one week long) intensive courses in Budapest for EC students studying at partner universities. In April and in July, 1993 35 students from Erasmus University and 27 students from Aston University participated in two one week study tour in Hungary. The students have gained insights on the main features of the Hungarian public administration and its transformation. They were given lectures by the staff off the BUES Center and participated in briefing sessions provided by professors of BUES and officers of central and local Hungarian public administration organizations.

Student mobility was also an essential part of the project. The selection of students for studying abroad was based on an open competition, which was announced for all students who had chosen the specialization. All students took part in the regular educational or in the regular international programs offered by EC partner universities. Their assignment was to meet the requirements of any other regular students studying in the same program. Altogether 14 Hungarian students studied abroad. The Public Policy and Management specialization with the approval of the University has recognized the studies abroad.

The first TEMPUS JEP project had significantly speeded up the preparation and the initial development period of the new specializations. The easy access both to the academic staff of the partner universities and to the facilities (i.e. libraries) offered a unique opportunity to identifying, gaining and transferring knowledge and expertise. The project focused attention on the pre-diploma courses and program. To develop the capacity to train and retrain practitioners at various levels and in different areas would necessitate another concentrated effort and would require resources equal in size to the

one provided by this JEP. Thus we were considering the possibility to develop and submit a proposal for that area.

In 1996-97 academic years the Department of Public Policy and Management started a pilot experiment with a two-year Public Service Manager Program for practitioners. The program came into being as an answer to the urgent demand for re-training practitioners working in middle level positions in public organizations. The demand was expressed by the Prime Minister's Office. The Department took the initiative and under coercive time pressure designed a tentative curriculum - based on the Department's two-year graduate level regular program - and invited other departments to offer courses like accounting. Needless to say, that neither the content of the courses nor the pedagogical tools at the Department's disposal were able to produce the desired educational results. The PSMP on curriculum and on course levels had to be properly designed, teaching materials had to be developed and published, and new pedagogical skills suitable to educating practitioners had to be acquired in order to serve the educational and training needs on an appropriate way.

The second TEMPUS JEP project served this aim. The overall objectives were: the introduction of three newly developed curricula for postgraduate education and training in Public Economics, Finance and Management (two in Budapest, one at Janus Pannonius University, Pécs, and the introduction of two new degree courses in Public Economics and Management in the joint Budapest-Pécs Ph.D. program in Economics and Management.

The fundamental shared ingredients of the objectives were: the making the West-European theories, practice and teaching experiments relevant to the public sector applicable, available and accessible to the Hungarian higher education; the fostering new skills, attitudes and value orientations what are indispensable for the public servants to coping with the difficulties and dilemmas in the turbulent era of transition; the improving the technical infrastructure at the beneficiary departments.

As mentioned earlier, our second TEMPUS JEP was closely connected to the reform of the Hungarian public sector and public administration – to a PHARE project in 1995. This reform program intensified and created more urgent needs for proper education and training for the public sector. An initiative of the Prime Minister's Office, Hungary requested CPAS to start with a postgraduate program for public servants. Though, this initiative was encouraging for the university and for the department, what is more important that it guaranteed that there would be students in the educational and training programs. However, Hungarian public and governmental organizations could not supply the necessary intellectual and financial resources for the education development works. This connection, again, means that a niche had been created for educate and train middle and high level public employees, but creating an institutional capacity for postgraduate education and training for public servants was considered to be the task of the institutes of higher learning who lack the resources necessary to it.

#### **4. THE EMPA PROGRAM**

Today the EMPA program is offered by a network of twelve universities: the Katholieke Universiteit Leuven, the Deutsche Hochschule für Verwaltungswissenschaften Speyer, the Institut d'Etudes Politiques de Paris, the Tallin University of Technology, the

University of Liverpool, the University of Vaasa, Erasmus Universiteit Rotterdam, University of Bocconi, University Geneva, Université Catholique de Louvain, University of Lyon and the Corvinus University of Budapest are members of the network.

In 1996 the CPAS was called to join the EMPA network undersigning the Basic Charter that states that by this charter - commit themselves to form a network of institutions which offers:

- a Master degree in comparative public administration, or
- a significant focus on public administration, public management and public policy.

The following basic principles of co-operation were agreed upon:

1. Each participating institution preserves its full autonomy within a confederation model as far as structure of the program, course content, entry requirements, including tuition fee, and teaching and appraisal methods are concerned. This does not exclude bilateral or multilateral policy co-ordination among the partner institutions.

2. In order to guarantee the consistency of the programs offered at the different partner universities, each program includes core courses dealing with public administration, public policy and public management. This incorporates a focus upon the local, regional, national and European Union level.

In general, the programs aim to provide a comparative understanding of and professional competence in public sector structures, policies and governance in Europe.

3. The participating institutions will encourage their students to take part of the program at one of the other partner institutions.

4. To this student exchange program, the following rules, taken on a bilateral or multilateral basis, apply:

- full academic recognition will be granted to all students upon successful completion of the study program undertaken at the host university in the framework of this agreement if previously approved by the home university;
- no tuition fees will be charged to the incoming students, provided that they are registered as regular students at their home university;
- the host university will provide incoming students with assistance in finding accommodation
- incoming students will enjoy the same facilities as regular students at the host university;
- the number of incoming students per year will be in accordance with a previously agreed matrix of mobility flows.

5. Each institution should offer a substantial number of courses through the medium of English during one semester/term per year. However, in view of finding a balance between cultural specificity and effective openness for students, agreements concerning language of instruction can be made. The home institution ensures appropriate language skills of the students.

6. The staff and student exchange programs are in accordance with rules and regulations of EU's mobility programs.

7. Each institution is free to decide on the ways of advertising its program. However, partners agree on a common marketing strategy for the non-European market.

All information on the programs of partner institutions will be distributed to other partners.

8. Agreements can be made on the composition of an international jury for dissertations, staff exchanges and the drafting of a common certificate which will be given to students in addition to the diploma of the home university.

9. Partners finally agree on a common address for the network, a chair and on participation in board meetings.

Within this network the EMPA-Budapest is a one-year Master Certificate program provided by the Center for Public Affairs Studies (CPAS) of the Faculty of Economics at the Corvinus University of Budapest. The EMPA-Budapest program is designed for students enrolling to the MSc in Public Policy and Management at Faculty of Economics or arriving from the universities of the EMPA network. Exchange students are allowed to take courses offered within the EMPA program. Individuals who hold bachelor or master degree can also apply for this one year certificate program.

Students may spend the second semester in one of the partner universities. Graduating students get a Certificate jointly signed by these EMPA partners. The primary objective of the current program is to stimulate the development of European Master's in Public Administration by internationalizing the existing programs of the participating institutions. For this purpose, the institutions have developed a common framework for scheduling and organizing a one-year study program on the basis of mutually agreed course requirements, curriculum elements, cross-national and common examination standards and well structured and closely supervised student exchanges.

The EMPA program is focused on the comparative analysis of questions of public administration, public policy and public management in different (EU and non-EU) European countries in the context of processes of internationalization, Europeanization and European integration.

The program is designed to provide a comparative understanding of public sector structures, policies and processes in different European countries, as well as a methodology for analyzing and dealing with different structures and processes of public sector management, guidance and control. A basic topic is the way in which the characteristics of different systems of government and administration within Europe relate to national and sub-national perspectives on issues, processes and institutions of European integration, both within and across the borders of the EU.

The main feature of the EMPA-Budapest program is that it offers a structure of core and elective courses which focuses on Hungarian and Central European characteristics. This strategy provides detailed information for different approaches and questions regarding our public policies.

In addition to the courses, the program includes the execution of a directed research program on a comparative public administration topic, which should result in a dissertation of not more than forty pages and at the level of a journal article. The dissertation should preferably be written in English.

This program accepts applications only from students already in possession of their first diploma who are attracted towards the public sector and public administration.

Students enrolled to the MA in Public Policy and Management offered by the Faculty of Economics can complete the EMPA-Budapest program taking equivalent

courses in English during the four semesters of the MA program, since equivalency between EMPA and selected MA courses is given. It means that graduating students get an MA in Public Policy and Management from the Corvinus University and a Certificate jointly signed by these EMPA partners. The certificate is issued provided student writes and defends his/her thesis work also in English and studies one semester at one of the partner universities.

The advanced character of the EMPA program presupposes a basic knowledge as well as an understanding of European public administration, of public economics and finance, and of international organization and politics. This means that the program is directed in the first place towards graduated students of Business, Economics and Political and Social Sciences or to students holding an equivalent degree.

The program is open to Hungarian and foreign students. The entrance requirements for the program are the same for Hungarians as for foreign nationals. Students choosing to register at the Corvinus University take the first part of the program (first semester) at this university. The courses are taught in English.

The second part (second semester) of the program may be taken either at one of the other institutions in the network, or at the Corvinus University. The language of instruction is generally English, but it is German in Speyer and French in Paris.

## **5. THE MCP PROGRAM**

On the basis of success of EMPA and the increasing demand for international study programs the Faculty of Economics has launched a Master certificate program in Economic and Public Policy in Central and Eastern Europe that provides a one-semester long (14 weeks) education for 30 credits, combining compulsory and elective courses. A certificate will be awarded after the successful completion of the program. The aim of the one-semester program is to provide students with the most updated and relevant knowledge on the CEE region and its economic and political transformation, and its integration into the European Union and world economy. Besides a strong policy-oriented approach, the course also provides theoretical training, relying on the latest research in International Political Economy and Transformation Economics, and it also builds upon the theoretical tradition that has made Hungarian economic research well-known throughout the world. The Department of Public Policy and Management has been involved in developing and executing the program.

## **6. THE PEW PROGRAM**

In the life of the Center for Public Affairs Studies and the university the grant had a great influence made by the Pew Charitable Trusts to the National Association of Schools of public Affairs and Administration (NASPAA) in support of an integrated project to establish a public policy and public sector management program, including research, training, student exchanges and publications at Budapest University of Economics' Center for Public Affairs Studies in 1994-96.

Just to have a look for quantitative accomplishments: during the project: 4 textbooks, 5 readers and 17 cases were produced for courses in the Center, 453 new books

were procured for the library and subscriptions for three years for 10 professional journals also were purchased. The collaborative research component produced 13 volumes reporting on the findings of research and data analysis in various policy areas. Students were selected and enrolled in postgraduate studies at U.S. universities. While the project provided financial assistance for only one academic year of study, 4 of the five students obtained additional financial assistance to complete a two year masters program and earn a master degree.

Institutional and individual professional contacts with U.S. universities and colleagues have been extended and deepened. Working relations with Fulbright visiting scholars have resulted in the first joint publications in the U.S. and in Hungary. The grant made possible the establishment of new contacts with scholars working in fields of joint interests. In the first year of the project, the main goal of the Center's staff members was to learn about the U.S. teaching experience and policy making culture in general. Later the interest has gradually shifted to well-defined specific areas, such as budgeting, policy implementation, public sector productivity, and governmental ethics. Staff members who paid short visits to the U.S. with partial support by the grant, have participated in meetings of NASPAA, APPAM, and NAPA, visited universities, professional organizations, and government institutes such as ICMA, GAO, CBS, CRS, and established professional relationships.

While the Pew grant in itself was unquestionably one of the most important resources for the Center during the 90's and had significant multiplier effects, it should be emphasized that the capacity of the CPAS was enhanced by other support and unique aspects of the Center as well.

## **7. THE SSCD PROGRAM**

In 1995 the USIA Social Science Curriculum Development grant was awarded to the Center for supporting the development of graduate level curriculum and it was extended for aiding the development of postgraduate level curriculum in 1997. (The Social Sciences Curriculum Development Program for Selected Central European Universities (SSCD) assisted faculties at three Central European universities – the Institute of Sociology of Warsaw University, CPAS for Public Affairs Studies at the Budapest University of Economic Sciences, and the Faculty of Political Science, Public Administration and Journalism at Babes-Bolyai University in Cluj-Napoca, Romania)

The primary objective of SSCD was to help universities in the region train the next generation of academics and policymakers to have a strong influence on the democratic transitions of their countries. Support for curriculum development, faculty and student research, and the development and acquisition of relevant teaching materials and equipment were the focus of the first phase of the project. In addition, the SSCD program strove to connect the academic world to the surrounding community through student internship programs, faculty/practitioner conferences, and select research efforts. CPAS began the SSCD program at a more advanced stage than the other SSCD institutions, thus it been able to concentrate much of its work on outreach efforts and on developing new training programs. The first phase of the SSCD program helped CPAS develop new and improve existing policy courses for its graduate programs, increase the amount of

materials available in Hungarian, and develop a training program for public servants. The second phase of SSCD was characterized not only by a strengthening of US-European partnerships, but also of linkages among the SSCD partner institutions.

*Key results of SSCD include:*

- The development of up-to-date Western university-level social science curricula at the partner institutions;
- Increased faculty-student interaction through cooperative research projects and conferences;
- Improved indigenous instruction at these institutions through team teaching with American scholars and Central European faculty visits to US universities;
- The development of the ability of students and faculty at the respective institutions to analyze complex policy issues;
- Establishment of linkages between social scientists from the region and their American counterparts;
- Increased communication among scholars, public servants, and the private sector in the region
- Improvement of the capacity of the participating departments for administering exchange and faculty development activities;
- Scholarly training for future public servants in Hungary and Romania.

*Highlights of SSCD include:*

- Participation by 45 Americans from leading institutions as lecturers or consultants at the partner institutions;
- Eighty-five visits to the US and Europe by Central European faculty and graduate students for research and curriculum development;
- Creation of entirely new curricula at the participating institutions;
- Creation of mid-career service training for public servants at CPAS for Public Affairs Studies in Hungary;
- Support of full Internet connection at all three partner institutions
- Donation of over 2,750 books for partner libraries
- Translation of over 300 articles and several books into the local languages.
- Completion of more than 25 original research projects.
- Organization of a Capstone Seminar which nearly all major SSCD participants attended.
- Establishment of CPAS as a non-profit entity with support from the Hungarian budget.

## **8. BUILDING UP THE BOLOGNA SYSTEM**

Since 2006 the current structure of Hungarian higher education offering university and college-level education has been gradually replaced by the new multi-cycle course structure. The first cycle within the newly introduced system comprises 6 to 8 semesters (180-240 credits). At the end of this cycle, which offers a bachelor's degree, entitling students to continue their studies in the master's cycle (after a successful entrance exam, if required). Master courses last for 2 to 4 semesters (60-120 credits), except for teacher training, which lasts 5 semesters (150 credits). The admission requirements of the master

courses (e.g. from which bachelor programs and with what conditions students are to be admitted) are specified by the institutions of higher education. The total period of the bachelor and the master training cannot be less than 10 semesters and must not exceed 12 semesters. PhD courses consist of 6 semesters (180 credits). Students may be admitted to PhD trainings only after having accomplished a master's course.

The structural reform has brought about changes in the course content as well. The system consisting of three consecutive training cycles allows a lower admittance while making transfer between programs a lot easier. Responding to the challenges of educating a growing number of students, bachelor courses are less specialized and more broadly founded. The training better adapts to the changing needs of the labor market and better meets the purposes of lifelong learning.

The system of bachelor's and the master's programs of the new structure was developed by professional organizations and laid down in a government decree. A new bachelor program could be established upon recommendation of the professional committee set up by the Hungarian Rector's Conference, subsequent to a supervision regarding the complete program structure, and the previous request for opinion of professional organizations, employers as well as the ministries concerned. A new master's program could be established upon the initiative of the institution or institutions of higher education. The qualification requirements of bachelor and master programs are published in a decree by the minister of education. Bachelor's and master's programs may be launched in institutions of higher education only on the basis of a previous supporting opinion of the Hungarian Accreditation Committee of Higher Education (HAC).

## **9. LAUNCHING BA IN PUBLIC GOVERNANCE AND MA IN PUBLIC POLICY AND MANAGEMENT**

In line with the above a national consortium of universities and colleges who intended to launch BA program in Public Governance was setup. The consortium had initiated a frame curriculum for BA in Public Services. At the Corvinus University the Faculty of Economics launched this program together with four other first cycle (bachelor) programs in 1996. The same process was followed to initiate and develop the MA program in Public Policy and Management. This Master program (both fulltime and correspondence courses in Hungarian) was launched at the Faculty of Economics in 2008. Both programs are managed and the bulk of the courses are thought by the staff in the Department of Public Policy and Management.

## **10. THE PUMA PROGRAM**

Due to the success of curriculum development projects (see earlier) and international programs like EMPA the MA in Public Policy and Management in English has been launched in 2010 for the Hungarian and foreign students, too. The aim of the PUMA program is to train graduates who can apply their practical and theoretical knowledge in economics, social sciences, management, and law to solve and analyze issues in public policy and state administration. The program is focused on the comparative analysis of questions of public administration, public policy and public

management in EU and non-EU countries in the context of processes of internationalization, Europeanization and European integration. The program is designed to provide a comparative understanding of public sector structures, policies and processes, as well as a methodology for analyzing and dealing with different structures and processes of public sector management, guidance and control.

The PUMA is designed for those who wish to expand their knowledge gained in economic and business studies in university or college to the fields of government and public sector; who wish to expand their knowledge gained in other scientific disciplines (social science, law, medical science etc.) to the fields of public policy and management; who wish to gain systematic knowledge in economics, management and public policy related to their professional interests or wish to begin a career in this field.

The PUMA offers modern and internationally competitive education and it is a premier public policy program in Hungary that guarantees the level of European standards. The program has been developed in a close collaboration with high ranked Western universities. It provides a wide range of elective courses and many of them are focusing on transition issues in Central and Eastern Europe. The program includes mandatory thesis work based on the students' personal experience or on case studies. During their studies, students of the MA in Public Policy and Management can apply for the European mobility programs ERASMUS and CEEPUS, which are bilateral foreign study programs of the Corvinus University of Budapest. The courses are taught in English provide opportunity for Hungarian and foreign students to study together. In this way, in addition to the material covered by the course, the multi-cultural environment is also a significant educator. It facilitates cultural learning, building friendships, and the practice of a common language. The courses taught in the program are divided into mandatory core courses, specialization courses and elective courses. From the second year onwards, students have to select one to the two specializations: Public Policy Analysis or Managing Public Sector Organizations.

## **11. THE IMPACT PROGRAM**

The PUMA serves as a basis for studies in the International Master on Public Administration and the Coordination of Transition (IMPACT) program as well. The joint program is offered as a full time study program of 120 ECTS credits by three universities: Radboud University Nijmegen, Corvinus University of Budapest and University of Ljubljana. All three universities will issue a master diploma and a Diploma Supplement certifying the degree and the results obtained. (In order to get the Corvinus diploma students should register to the Master of Arts in Public Policy and Management program.) The pilot year of IMPACT was launched in 2010 and the first year of full studies started in September, 2011.

The joint educational program has been developed and organized by the participating universities. Each partner has appointed a local coordinator for the joint program. The cooperating universities formed an Inter-University Committee for the joint Master program, consisting of the Program Director and two representatives from each university. The Inter-University Committee discusses all major academic and administrative issues regarding the joint Master program, including changes in the

program curriculum. The coordinating institution is Radboud University Nijmegen. The coordinating institution functions as the Inter-University Committee's secretariat, and has the responsibility for the administrative matters.

The aim of the IMPACT program is to contribute to the development of a pool of well-qualified, open-minded and internationally experienced people as future professionals in public administration; to run an European master program that integrates various European approaches to public administration, in particular Western European and Central-Eastern European approaches, as well as various disciplinary perspectives; to strengthen the European dimension of the program, by bringing various institutions from different countries and cultures together and through an explicit focus on the consequences of European Integration for national systems of public administration; to run an integrated program leading to a multiple degree; to facilitate the mobility of staff and students among the different institutions; to encourage the cross-national exchange of ideas and information among staff and students; to strengthen networking between professionals in public administration at the European level by facilitating and establishing a lifelong learning community for professionals in public administration.

The cooperating universities have agreed on a program description for the IMPACT program, outlining common objectives, admission requirements, admission procedures, core contents, curriculum and structure for the program. Each module in the program has its own curriculum which should specify learning outcomes in alignment with teaching and assessment methods used. Each module is described in the IMPACT Course Syllabus. The cooperating universities have jointly decided upon the skills, knowledge and competencies which the graduates of the IMPACT program are expected to possess upon the completion of the program.

The language of the IMPACT program is English. The courses and seminars will be carried out in English. Examinations will be conducted in English. The Master thesis must be submitted in English. To the extent that it is possible, the cooperating universities give the IMPACT program students the opportunity to attend introductory courses in the national language and culture.

The grading scale for each module is in accordance with national and institutional regulations at the institution responsible for the module, and is described in the program description (curriculum). The national grades will be translated into the indicative ECTS system. The students receive their grades in both the national systems and in the ECTS format. The Diploma Supplements will also contain the grades of the passed modules both in a national system and according to the ECTS grading scale.

The periods of study and examinations passed at one university will be fully recognized by the other cooperating universities. The nominal length of study is two years. Student mobility is an essential and integrated part of the IMPACT program. Students are expected to follow courses at each of the cooperating universities.

Teacher mobility is also part of the IMPACT program. To the extent that available funding allows, teachers from the cooperating universities, as well as visiting scholars from other institutions, will travel to teach the IMPACT students.

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## ANNEX 1

Structure of the EMPA-Budapest program, Academic year 2011

Structure of the Program	1st semester	2nd semester	Summer	Total credits (ECTS)
Core courses	18	18		36
Electives	12	12		24
Thesis work			15	15
<i>Total</i>	<i>30</i>	<i>30</i>	<i>15</i>	<i>75</i>

Courses	
1st semester	2nd semester
<i>Core courses</i>	
Public Policy Analysis – The	Comprehensive Public Policy Analysis
Comparative Public Administration	Economic Governance
Public Policy Process in Central and	Institutional Changes: Political and
<i>Elective courses</i>	
Health Economics	Economics of the Public Sector

Comparative Political Economy	Public Management
Corporate Governance	Local Government Regulation and Finance
Quality Improvement and Management in	Cost-Benefit Analysis
The Economic History of Eastern Europe	Autonomy, Control and Coordination in Public
The Globalization of World Politics	Health Policy and Finance
	Civil Society and Organization

## ANNEX 2

Structure of MA in Public Policy and Management program, Academic year 2011/2012

Course	Total ECTS	Term 1	Term 2	Term 3	Term 4	Assessment
		Class hours per week				
<b><i>I. Mandatory core courses</i></b>	<b>45</b>	(++++)	(+++++)			
Comparative Public Administration	5	2+2				exam
Theories of Public Affairs	5	2+2				exam
Law and Economics	5	2+2				exam
Public Policy Process in CEE	5	2+2				exam
Quantitative Methods	5		2+2			exam
Economic Governance	5		2+2			exam
Economics of the Public Sector	5		2+2			exam
Civil Society and Organizations in Transition	5		2+2			exam
Comprehensive Public Policy Analysis	5		2+2			exam
<b><i>II. Specialization core courses</i></b>	<b>30</b>			(+++)	(+++)	
<b><i>Specialization in Public Policy Analysis</i></b>						
Comparative Public Policy	5			2+2		exam
Practicing Public Policy Analysis	5			2+2		exam

Quality Improvement and Management in Health Care	5			2+2		exam
Cost-Benefit Analysis	5				2+2	exam
Evaluating Policy Programs	5				2+2	exam
Public Financial Management	5				2+2	exam
<b><i>Specialization in Managing Public Sector Organizations</i></b>						exam
Strategic Management	5			2+2		exam
Controlling and performance management	5			2+2		exam
Information management	5			2+2		exam
Human resource management	5				2+2	exam
Autonomy, Control and Coordination in Public Administration	5				2+2	exam
Public Financial Management	5				2+2	exam
<b><i>III. Elective courses</i></b>	<b>30</b>	<b>(++)</b>	<b>(+)</b>	<b>(++)</b>	<b>(+)</b>	
Health Policy and Finance	5	<u>x</u>		<u>x</u>		exam
Alternative Public Service Delivery	5	<u>x</u>		<u>x</u>		exam
Corporate Governance	5	<u>x</u>		<u>x</u>		exam
Comparative Political Economy	5	<u>x</u>		<u>x</u>		exam
Comparative Economic Policy	5	<u>x</u>		<u>x</u>		exam
History of Economic Thoughts	3	<u>x</u>		<u>x</u>		exam
The Economic History of Eastern Europe in the 20th century	5	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	exam
The Globalization of World Politics	5	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	exam
Health Economics	5		<u>x</u>		<u>x</u>	exam
Health Technology Analysis and Economics of Medicine	5		<u>x</u>		<u>x</u>	exam
Institutional Changes: Political Administrative Answers to Challenges	5		<u>x</u>		<u>x</u>	exam
Decision Theory	3		<u>x</u>		<u>x</u>	exam
International Public Policies	3		<u>x</u>		<u>x</u>	exam
Theories of Power	3		<u>x</u>		<u>x</u>	exam

Local Government Regulation and Finance	5		<u>x</u>		<u>x</u>	exam
<b>IV. Thesis seminar / Thesis</b>	<b>15</b>			(+)	(+)	
<i>Class- hours of thesis seminar per week</i>				0+2	0+2	
<b>Number of class-hours per week per term</b>		<b>24</b>	<b>24</b>	<b>22</b>	<b>18</b>	
<b>Total number of courses = 21 (without thesis seminar)</b>		<b>6</b>	<b>6</b>	<b>5</b>	<b>4</b>	
<b>Total number of ECTS</b>	<b>120</b>	<b>30</b>	<b>30</b>	<b>32</b>	<b>28</b>	

## ANNEX 3

Structure of the IMPACT program

Semester one	Semester two	Semester three	Semester four
Nijmegen	Budapest	Ljubljana	By choice
Culture shock seminar (3 ECTS)	Culture shock seminar (3 ECTS)	Culture shock seminar (3 ECTS)	Electives (12 ECTS)
<b>Core course 1: Policy analysis (6 ECTS)</b> Comparative Public Administration	Comprehensive Public Policy Analysis	Evaluation of Fiscal Policies and EU	
<b>Core course 2: Policy Challenges (6 ECTS)</b> Social Risks and Changes	Economic Governance – Global Changes and Challenges	Information and Knowledge Challenges in PA	Master thesis (18 ECTS)
<b>Core course 3: Transitions in Government (6 ECTS)</b> Multi-Level Governance	Institutional changes: Political-Administrative Answers to Challenges	Organizational changes: From Weberian Government to E-governance	
Electives (6 ECTS)	Electives (6 ECTS)	Electives (6 ECTS)	
Research Integration Project Seminar (3 ECTS)	Research Integration Project Seminar (3 ECTS)	Research Integration Project Seminar (3 ECTS)	

**Elective courses offered by Budapest (Spring - Semester 2 and 4)***Credit: 6 Classhours: 2+2 (2x80 minutes per week)*

Local Government Regulation and Finance – Izabella Barati-Stećné

Civil Society and Organizations – György Jenei

Autonomy, Control and Coordination in Public Administration – György Hajnal

Health Policy and Finance – Valentin Brodsky

Cost-Benefit Analysis – Miklós Pásztor

Economics of the Public Sector – János Hoós

