



**European Association for  
Public Administration  
Accreditation**

1 September 2009

## **EAPAA Accreditation Committee Evaluation Report**

**Public Administration Institute for Turkey and the Middle East (TODAIE), Ankara,  
Turkey  
Public Administration Master programme**

Evaluation Report with respect to the request for accreditation of March 31, 2008.

In consideration of the Self-Evaluation Report of the above programme of January, 2009, the Site Visit Report of July 19, 2009 of the EAPAA Site Visit Team for this programme, and the response of the programme of August 5, 2009 to the draft of the Site Visit Report, the EAPAA Accreditation Committee, at its meeting of September 1, 2009 in St. Julian, Malta, has evaluated this programme against the EAPAA Accreditation Criteria (version 6, September 2006).

### **1. Accreditation Criteria**

<b>2. Applicability/Eligibility</b>	
2.1 Domain	The Public Administration Master Programme (PAMP) of TODAIE is a professional midcareer master programme for officials from the Turkish government. It offers a broad variety of public administration-oriented topics. Its students are all members of the Turkish civil service with a first (4-year) academic degree and with several years of professional experience.
2.2 Geography	Turkey is a member of the Council of Europe, therefore the programme falls within the jurisdiction of EAPAA.
2.3 Programme longevity	Generally, the PAMP is taught by TODAIE since the 1970s. Since 2001 it is offered under the current title. The three specialized evening programs (see details below) are newer, they have been started between 1999 and 2006.
2.4 Programme variants and locations	Although TODAIE claims that it offers only one program, the SVT found that in fact PAMP consists of two broader variants: PAMP A) a broad general public administration variant offered during the day classes to a wide variety of civil servants from all parts of the country and from very different policy fields PAMP B) a package of three much more specialized variants offered during the evening classes to different and distinct target groups (1) Law Enforcement officers (2) Officers from the field of Justice (courts etc) (3) Officers from the field of Education (Ministry of Education, subsequent school administration units). While daytime students are expected to be on paid leave from their home government and to accommodate in Ankara, evening students continue to work in their respective government units in Ankara and join the class

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	<p>mostly only after 17 hours in the evening (with some additional learning opportunities during daytime).</p> <p>The two mentioned variants differ from the curriculum structure (different core courses), from the target groups and most probably from their learning behaviour. TODAIE's differentiation of "fulltime study" for daytime classes and "part-time study" for evening classes is not fully correct and appropriate. Both groups of students are supposed to study the same programme with the same length. Different from the usual part-time practice of midcareer master programs taught at evenings, the TODAIE evening programs are offered as fulltime studies and are requesting the same study period (between 1 and 2 years) and the same amount of contact hours, courses, exams etc. from daytime and evening students.</p> <p><b>Conclusion</b></p> <p>PAMP consists of two major variants: PAMP A: general public administration; PAMP B: public administration for special policy fields. In the opinion of the Site Visit Team the equivalence of the two variants is not explicit and clear enough to treat them as just one programme with different 'delivery times'. However, each of the variants as such has enough quality. In the following we will speak of PAMP A and of PAMP B1 (Law Enforcement); PAMP B2 (Justice); PAMP B3 (Education).</p>
<b>3 Category of accreditation</b>	<p>Although TODAIE asks for accrediting its programme as a second cycle degree, the PAMP with its variants from the view of the SVT is a midcareer or executive master programme with a length of about one year fulltime. Its participants all have a first degree and several years of professional experience. From the length and intensity of the programme but also from its contents and target groups PAMP is a typical midcareer programme for public officials working in the government sector.</p>
<b>4. Standards</b>	
4.1 Domain of public administration SVT score: Good	<p>The basic domain of PAMP A is Public Administration. In the 4 core courses and in the various electives students are confronted with a broad spectrum of administrative issues. Also the 3 variants of PAMP B are offering a rather extensive choice of public administration topics, although the course selection by students can restrict this choice and may allow students to concentrate to a large extent on issues related with their policy field (e.g. education). All variants of PAMP provide sufficiently theoretical insights and explanations. The predominant field of studies of all variants of PAMP is sufficiently related to the domain of Public Administration. There is, however, some room to strengthen the focus of PAMP B variants on public administration.</p>
4.2 Mission of the programme SVT score: Good	<p>TODAIE's mission is "to serve Turkey and its surrounding geography by conducting scientific studies aimed at the development of contemporary public administration, to train staff for the art of administration through training civil servants to become administrators, and to train lecturers for the field of public administration."</p> <p>The mission is broad and general, but not unrealistic. It is clear that the programme is fundamental to the mission of the institute. The involvement of stakeholders is sufficient.</p>
4.3 Level SVT score: Good	<p>The final qualifications of the programme are detailed into 4 domains:</p> <ul style="list-style-type: none"> <li>• Qualifications for the Research, Planning and Organisation Domain</li> <li>• Qualifications for Communication and Human-based Leadership</li> </ul>

	<p>Domain</p> <ul style="list-style-type: none"> <li>• Qualifications for Cooperation, Adaptation and Evaluation Domain</li> <li>• Qualifications for Personal Development and General Domain</li> </ul> <p>The Self-Evaluation Report contains a detailed table where all qualifications in these domains are connected to the Dublin descriptors.</p> <p>In Conclusion: The level of the programme corresponds to general, internationally accepted descriptions of the qualifications of an academic master degree.</p>
4.4 Practise and internships SVT score: Good	<p>Variants of PAMP are designed for practitioners from the public administration. Thus there is no direct need to provide internships or other forms of introducing students to practice. Participants with in average more than 5 years practice have sufficient practical knowledge and skills.</p> <p>The program, however, is concerned in offering courses relevant for government practice. PAMP is offering sufficient opportunities for students to encounter practical issues.</p>
4.5.1 Curriculum Content	
4.5.1.1 Core components SVT score: Adequate	<p>The curriculum of PAMP A requires students to take 4 compulsory (core) courses: Public Administration, Human Resource Management, Public Law and Research Methods. The curricula of the 3 variants of PAMP B require students to take 2 compulsory courses which are related with the respective policy field.</p> <p>PAMP A is somewhat restricted in its core components. Issues of public policy, economics/public finance and public management are missing as core elements, but are available in the electives. The 3 variants of PAMP B are even more restricted in their compulsory courses. All of them offer two courses dealing with issues of the respective policy field although they also touch more general aspects of public administration. PAMP A and even more PAMP B should expand the scope of compulsory courses dealing with the most relevant issues of public administration.</p>
4.5.1.2 Other Components SVT score: Adequate	<p>A large part of the PAMP programmes are electives. The highly individualized concept of course selection with support of faculty advisors has its advantages. A more structured and modularized system of elective courses seems, however, to be preferable. The actual debates of reducing the number of courses to be taken and thus the amount of contact hours are encouraging and should be continued. The focus on international issues may be strengthened.</p>
4.5.1.3 Structure and didactics of the programme SVT score: Adequate	<p>The general offer of courses in PAMP A – to a lesser extent in PAMP B – is in line with a broad and interdisciplinary concept of public administration. Programme coherence is difficult to assess because of individual composition of the study program. The teaching methods are diversified and comply with requirements of adult teaching. The high amount of contact hours can cause passive learning behaviour, although adult learners most of the time can handle such a situation.</p>
4.5.1.4 Intake SVT score:	<p>PAMP students all have a first degree and at least five years of professional experience. As they come from very divergent academic fields, there is a need to offer a broad range of study subjects. PAMP A is in line with these requirements. PAMP B satisfies the expectations of sector specific training of civil servants.</p> <p>The intake is highly competitive for the PAMP A programme. The</p>

	<p>procedures provide the best students, and are clear and impartial. Because there is much less competition, the intake for the PAMP B programme is less severe. However, students in this programme need to be much more motivated, because they have to realise a fulltime programme next to their normal work.</p>
4.5.2 Length SVT score: Good	<p>Students of all PAMP variants need at least 1,3 years for finishing their study for the “thesis-option” and one year for the “project-option”. Thesis-option students usually write their thesis after the full year of course work after their return to work. Project-option students conclude their whole programme incl. the project report usually within one year. The second option seems to be more convenient for students (timing plus practical focus), therefore the majority of students chooses this option. Generally, the PAMP variants are in accordance with a midcareer/executive master program, although there may be debate about the workload of evening students.</p>
4.5.2 Results SVT score: Good	<p>All parties the Site Visit Team spoke with (graduates and employers) were satisfied with the programme and with the performance of graduates. Also, the quality of exams and of thesis and project report papers seems to be adequate. There are clear indications that the graduates of the TODAIE PAMP fulfil the expectations of their departments and superiors. The final qualifications that have been achieved by the graduates of the programme meet the intended final qualifications of the programme according to all stakeholders. A point of concern is the amount of students with thesis that not graduate caused by not finishing their thesis on time.</p>
4.6 Quality Improvement and Innovation	
4.6.1 Programme accomplishment SVT score: Adequate	<p>The Programme Board (4 members of the faculty with a 2 year assignment) is the main unit that evaluates the programme accomplishment. This is done mainly by discussions of results, with input from the Academic Board (all lecturers and a representation of assistant doctors). Also the results of the course evaluations (via questionnaires) and evaluation meetings with students at the end of the programme are used. Furthermore in 2007-2008 a questionnaire for the superordinates of the graduates was developed and used. Also there are regular meetings with the three ministries for which the evening programmes are developed. The programmes are assessed on a regular basis in a more or less systematic way.</p>
4.6.2 Curriculum Development SVT score: Good	<p>The results of the evaluations are used by the Programme Board to develop the programme. In the Self-Evaluation Report and during the site visit several examples of such improvements were given. In the 2007-2011 strategic plan a more systematic involvement of ‘the professional domains’ via questionnaires is announced. The curriculum development is adequate.</p>
4.6.3 External Reviews SVT score: NA	<p>Because there is no national evaluation system where TODAIE has to be part of, this EAPAA evaluation is the first external evaluation.</p>
4.7 Student Assessment SVT score: Good	<p>All students are assessed individually for all courses. By law, group products as basis of evaluation are forbidden. Many courses have midterm evaluations as well. A wide variety of assessment methods are used, mainly written exams, assignments and project papers. For all courses the assessments are clearly indicated before the course start.</p>

4.8 Programme Jurisdiction SVT score: Good	The Executive Board of the institute (general director, assistant general director, branch directors and two representatives of the Administrative Board) is the unit that decides on all elements of the programme, on advice of the Programme Board and the Academic Board. Some decisions need the approval of the Administrative Board. The institute has enough jurisdictions to influence the programme in a professional way.
4.9.1 Faculty nucleus SVT score: Good	Of the 84 courses (2007-2008) 45 were delivered by TODAIE faculty; the remaining by faculty of other universities. Only university faculty can be responsible for courses; some of the practitioners teaching in the programme have a professorship at one of the Ankara universities as well. TODAIE has 5 full professors, 5 associate professors, 10 assistant doctors, 2 lecturer doctors, 3 assistants and 1 instructor. All domains of public administration are covered by the faculty. TODAIE has a faculty that meets the criteria for delivering the programme.
4.9.2 Faculty qualifications SVT score: Good	The qualifications of the faculty are in line with what the programme needs. For specialist courses a large group of professors from the other Ankara universities is available. Nine members of the faculty have a degree from abroad. All members of the TODAIE faculty are involved in research (there are 4 specialised research institutes attached to the institute) for which they have enough time (the teaching load is low on average). During 2008 6 books and 12 articles were published by the faculty. The institute publishes a quarterly academic journal (TODAIE's Review of Public Administration) in Turkish and English, and the Turkish Yearbook of Human Rights. Faculty is encouraged to develop itself through participating in conferences; a list of conferences in which faculty participated is part of the Self-Evaluation Report. A policy for didactical training is not available, and so the didactical development is up to the faculty itself. The faculty is enthusiastic, dedicated and eager to learn, also from this external evaluation. The qualifications of the internal and external faculty are more than sufficient for the programme.
4.9.3 Diversity: gender and minorities SVT score: Good	Two of the five full professors are women. In total 65% of the faculty is woman. The number of women in the faculty is better than in many other countries
4.10 Admission of Students SVT score: Excellent	The admission of the day students is according to the law and TODAIE statutes. The admission procedure is in line with the mission of the programme. The admission of the evening programme is in line with the goals of that evening programme to provide special training as wished by the three ministries. The admission criteria and procedures are very clear and publicly stated.
4.11 Supportive Services and Facilities SVT score: Good	<ul style="list-style-type: none"> <li>• Physical Resources: the TODAIE building not new, but well kept. There are enough classrooms and offices. Next to the building there is a hostel for the students from outside Ankara.</li> <li>• Classrooms: the classrooms are sober, but adequate. Audiovisual equipment is either installed or available mobile.</li> <li>• Financial Resources: the budget of the institute is part of the state budget (prime ministry), and goes through the same processes. The resources seem to be sufficient for the institute. The evening programme is financed partly directly through students' fees.</li> <li>• Library: the library has enough physical space. The amount and quality</li> </ul>



	<p>of the periodicals (Turkish and foreign) is more than adequate. Also there is an online subscription to the EBSCOHOST database. The books, at least the foreign ones, seem a bit outdated. The budget for books and periodicals, and the staffing seems adequate.</p> <ul style="list-style-type: none"> <li>• ICT: the normal office equipment and software is available. There is a Turkish and English website with all necessary information. No e-learning system is available.</li> </ul> <p>In conclusion: the supportive services and facilities all are in good order and of sufficient quantity and quality. An e-learning system is missing.</p>
4.12 Student Services SVT score: Adequate	<p>There is a system of tutoring of students. This tutoring is especially meant for advice with the choice of electives (based on prior knowledge and field of interest), and for the thesis or project paper. The system was adapted after serious critique of the students. They are satisfied with the present system. The tutoring system is an important element in a programme with many choices. It seems to be adequate.</p>
4.13 Public Relations SVT score: Adequate	<p>There is not a special PR unit. All normal instruments are used to announce applications, exams, job opportunities, conferences and the like. The institute plays a central role in the public administration domain in the country. The website contains all relevant information.</p> <p>There is an organisation of graduates, but not much use of this organisation made for PR. The PR activities are normal and adequate</p>
<b>5 Additional Criteria</b> SVT score: NA	The institute did not ask for specific additional criteria

## 2. Conclusion

The SVT comes to the overall result that this programme fulfils the goals and mission set for it. The institute is an important entity in the Turkish civil service, and plays an important role in the development of public administration in the country. The faculty is a good mix of experienced and young scholars, who are highly motivated and devoted to the teaching, without neglecting their professional development or research. The international dimension is present, but could be strengthened. The facilities and services are mostly sufficient and in some cases very good.

The students are eager to participate, and belong to the top of the country when they enter the programme. They are highly motivated and show a high quality.

The programme is generally of good quality and students have a lot of choice to adapt the programme to their specific needs. The programme is adequate in international comparison.

There are some weak points as well. One of the main concerns is a strong point as well: the large freedom in composing the programme for students. Although there is a strong advisory system, there is a risk that students compose a rather one sided programme.

Another point of critique concerns the factual difference of the day and evening programme (PAMP A and B), while the programmes are presented as one and the same. The evening variants are much more specialised programmes, although of good quality. PAMP B does not offer students a broad package of public administration-related core courses. Furthermore, there are some concerns about the quite high number of courses and of contact hours students have to take in all variants of PAMP.

**Based on the above evaluation of the specific criteria, the EAPAA Accreditation Committee concludes that**

- **the PAMP A programme (daytime programme) meets the criteria for accreditation sufficiently, and so the programme can be accredited without restrictions.**
- **the PAMP B programmes don't meet the criteria for accreditation sufficiently. It can be conditionally accredited for 3 years, under the condition that the core components will be expanded, and will consists of more public administration core subjects.**