

How Brazilian Institutions for the
Education and Training of Civil Servants
are dealing with
Values, Ethics and Governance?

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The research universe

- Three national government schools
 - Two member state institutions
 - One local civil service school
 - One non-governmental school
- Survey period: December 2005 – February 2006.

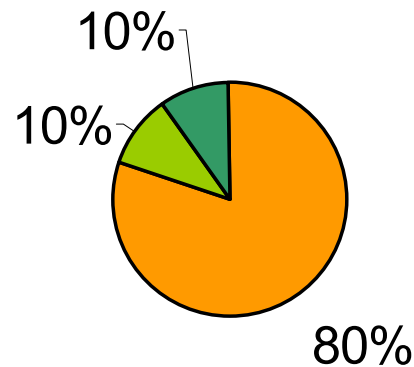
Institutions included in the survey. Main characteristics

Acro- nym	Name	Govern- ment Level	Target public	
			Number	Nature
ENAP	National School of Public Administration	Federal	22,250	Civil servants related to public policy direction, advising and management
ESAF	Higher School of Revenue Administration	Federal	3,500	Civil servants of the Ministry of Finance.
ISC-TCU	Federal Accounts Tribunal	Federal	5,000	TCU analysts and technicians. Other civil servants working in fields related to the TCU competences.

Institutions included in the survey. Main characteristics

Acro- nym	Name	Government Level	Target public	
			Number	Nature
FDRH	Human Resources Development Foundation	State (Rio Grande do Sul)	736,433	Senior, middle and operational officers, and senior and strategic managers of the State Government.
FJP	João Pinheiro Foundation	State (Minas Gerais)	5,000	Middle and operational officers, and senior and strategic managers of the State government. High School graduates.
IMAP	Municipal Institute of Public Administration	Local (City of Curitiba, Paraná)	25,000	Civil servants of the City of Curitiba (Capital of the State of Paraná)
IBAM	Brazilian Institute of Municipal Administration	Non-govern- mental	3,000	Senior and strategic managers, mayors and city councilors, local public policy advisors, and NGO heads and technicians

Opinion of the respondents on the main role of education



- To train human beings for a broader social project
- Creating critical individuals with respect to citizenship rights
- Developing competences of civil servants to increase the government's capacity in the management of public policy.

Values and virtues that should be transmitted and promoted to civil servants. Opinion of the respondents

- Coherence of discourse and practice, transparency, no corruption, ethics, accountability
- Competence
- Commitment to the public interest, to the quality of services rendered, to effectiveness
- Knowledge of the institution as a whole
- Specific technical knowledge
- Knowledge of partnership use and teamworking
- Development of a critical vision, working towards improvement
- Efficiency, proper performance
- Attuned to society
- Initiative and autonomy, duly respect of rules and guidelines.

Values and virtues that should be transmitted and promoted to civil servants. Opinion of the respondents

- Improvement of relationship with the internal and external public of the institution
- Opening up to the participation of society
- Pro-activity, innovation
- Promotion of citizenship
- Respect for democracy and human rights
- Respect for diversity and responsibility for the social insertion of minorities, tolerance
- Respect for the citizen-client
- Respect for contracts
- Responsibility for the reduction of social inequality
- Rights and duties of the civil servant
- Social and environmental responsibility
- Sustainable development.

Way in which values/virtues are promoted by the School

Manner of promotion of values/virtues	Number of responses(*)
By the professor's approach in the classroom	60%
By the programmatic content of the courses, programs and events	80%
By the teaching methodology used in the courses, programs and events	30%
In events (seminars, round tables, symposia, etc.) especially programmed for the promotion of values	30%
By formal or informal contact of the students with the higher management, academic coordination and professors	40%
By the teaching materials used in the subjects, programs and events	30%

(*) More than one answer allowed.

How the respondents reconcile the values transmitted with their own values and institutional management practices (financing, marketing, human resources, recruitment)?

- 30% stated that there was no need to reconcile their personal values with the institutional values and practices, since there was no conflict.
- 20% failed to answer the question, leading one to believe that either the conflict doesn't exist, or if it does exist it is unknown or explanation is avoided.
- 50% revealed the need to reconcile personal and institutional values

Aspects worthy of note

- Divergences between personal values and institutional values were rare.
- There are conflicts in the selection of professors
- There is frequently a limit for both School managers and program formulators and executors, for settling value conflicts.

Virtues and values to be transmitted and promoted among Brazilian civil servants. Opinion of the authors.

Virtues	Values
Commitment to public interest	Respect for the rights of each citizen and society in general
Critical and systemic vision	Social and environmental responsibility
Initiative	Knowledge of laws and respect for them
Autonomy of ideas	Respect for diversities: beliefs, religions, age, social class, race and gender
Innovation	Citizenship
Democratic approach for thinking and acting	Ethics.