

Exploring Diverse Perspectives: How Global Influences Shape Curriculum Design in Public Administration Education for Developing States

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ABSTRACT

This study investigates globalization, international aid, and technological advancement as factors affecting public administration (PA) courses in developing countries. Using a convergent parallel design, we collected data from 255 educators and 250 civil servants amounting to 505 participants from one developing country. We try to understand the shift in global forces and how they dictate the content that is taught and preserved within classrooms in developing settings. Our findings suggest that international aid is often the principal driving force for changing academic programs through the introduction of transparency, effectiveness, and modern management principles. The aid models, however, do not always align with the realities of most developing countries, which renders their contextualization extremely difficult. Globalization has infused some governance frameworks into various curricula. This is often the case of public governance where international frameworks crowd out the consideration of local aspects like ethnic diversity or informal forms of politics that greatly influence public administration systems in these countries. With regard to new technologies, or other digital learning tools, they have opened up new possibilities for delivering curricula; however, access through the digital divide remains inequitable. Ultimately, the study advocates for a more balanced approach that integrates global best practices with local knowledge and governance traditions which will equip PA education adequately to better prepare public servants for both international expectations and domestic challenges.

Keywords: Curriculum design; developing states; global influences; governance reforms; public administration; technological innovation

INTRODUCTION

In the context of developing countries, public administration (PA) education has arguably been the most significant for assisting in the constructing sound, transparent, and accountable systems as one of the capabilities needed. A number of these countries such as those in Sub-Saharan Africa, Latin America or South East Asia are dealing with resource constraints, political turmoil and shifting social factors which complicate design of PA programs. The questions that challenges these nations is, “As much as the global concepts should be used to shape these programs, with what level of measurement should local concepts be integrated?” (Akindele, 2021). This research looks at the impact of global governance strategies, world bodies and modern technologies on PA education in developing countries and, most importantly, how such influences can be modified so that the education of public service is made useful and actionable at the local context.

The United Nations, World Bank, and IMF have been advocating for public sector reforms in developing countries for a long period of time, often on expanding curriculum revisions to meet broader governance priorities like eliciting transparency, accountability, and efficiency. Over 70 percent of developing countries are accepting reform strategies that align with these global standards (UNDP, 2020). Such countries as Nigeria, Ghana, Kenya, and Zambia are undergoing changes in public administration programs that incorporate

international lessons and frameworks. The real problem is how to blend these global factors with the domestic political, economic, and cultural setting (Ho & Tsai, 2019). A curriculum based on solely foreign models is likely to become very detached from local governance systems and have no relevance to local problems.

Critics O'Flynn, O'Connor (2021), and Akindele (2021) caution on the adoption of Western curriculum frameworks that do not pay attention to the traditions and institutional systems that shape governance in different areas. According to them, PA education needs to be situated within particular local knowledge frameworks and governance structures to be genuinely effective. This also applies to regions like sub-Saharan Africa or some parts of South and South East Asia which do not use western democratic governance. Where the heuristic application of foreign models is attempted, it tends to produce superficial and irrelevant programs to address actual pragmatic educational issues (Olowu, 2019).

The digital transformation's rapid pace is impacting PA education significantly. Like other sectors, technology is reshaping education. Institutions across developing regions are using e-learning platforms and other technologies to better access and deliver services. The International Labour Organization (ILO, 2022) states that more than 60% of public administration schools in Africa and Latin America use digital technologies in one form or another. Despite the optimism this progress brings, it also underscores the existence of a lingering digital gap. These countries often lag behind trying to fully take advantage of these technologies due to lack digital infrastructure or low technological literacy (Jreisat, 2020; Sarker, 2020). As Berman and Menger (2021) stress, technology in PA education needs to be relevant to governance and local public sector realities.

This research explores the impact of international aid, globalization and technology on the PA curricula of developing countries using a mixed methods approach of scoping literature review and survey research. The survey was conducted among teachers and administrators in Nigeria as McCourt and Andrews (2019) documented, revealing interfaces of global culture in teaching at different levels and tensions experienced in meeting national needs. This study is relevant to the discourse of adapting, fostering PA education towards the challenges of the developing world by looking at the confluence of global forces with local realities. It is further argued that such educational change is necessary to enable the training of public servants who understand the world but who function and live at home, where the day-to-day realities of governance are far more complicated.

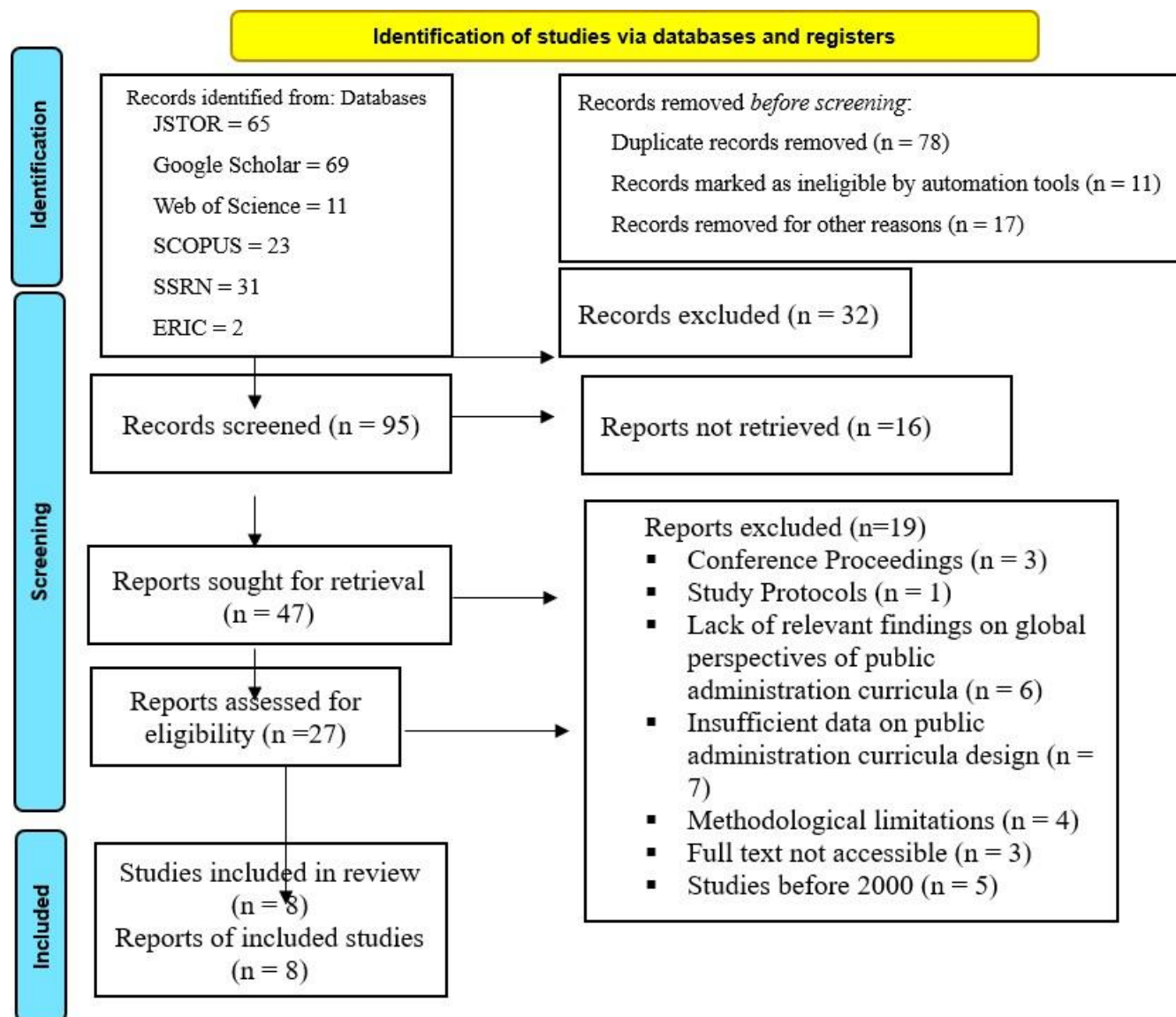
METHODOLOGY

The methodology consisted of two main parts: first, we conducted a scoping literature review to map out the existing research and identify key themes, patterns, and gaps around curriculum design; second, we conducted a structured survey targeting both public administration lecturers and public servants. This approach combined qualitative and quantitative methods to provide a more complete picture of how global forces are influencing the design of public administration curricula in developing countries, capturing not only broad trends but also the nuanced, real-world experiences of those directly involved in teaching and practicing public administration (McCourt & Andrews, 2019). This method helped us gather firsthand information from professionals who are on the frontlines of education and governance on how global frameworks are actually being interpreted and applied at the local level.

Scoping literature review (Qualitative component)

In order to map out the current research and frameworks on how global forces are shaping public administration (PA) curricula in developing states, this study included a scoping literature review. The scoping review focused on key global trends such as globalization, international aid, and technological innovation and examined how these dynamics influence curriculum design in various national contexts. In particular, it explored the challenge of blending international frameworks with indigenous knowledge and context-specific needs in the design of PA curricula. The search focused on articles published from year 2000 to 2025. In the course of the search, we found Scopus (23), Google Scholar (69), JSTOR (65), ERIC (2), Web of Science (11) and SSRN (31). However, when critically examined based on inclusion criterion of developing state context, 27 were selected for review. After the review, only 8 of the articles were found to be connected to the study conducted and were subsequently used. The PRISMA manual screening process guarantees that accuracy and consistency, adhering to guidelines to enhance transparency and reproducibility were prioritized in the review (see figure 1 below).

Figure 1: Illustration of PRISMA Flowchart



Sources: Author's computation

Survey data collection (Quantitative component)

The second phase of the methodology consisted of a survey used to collect primary data from two key groups: 255 Public Administration lecturers and 250 public servants. We collected information used to assess the integration of global influences into PA curricula and examine the challenges and opportunities in adapting these curricula to local contexts. The first group, Public Administration lecturers, will include 255 individuals selected from public universities in southern Nigeria offering PA programmes. The selection of the lecturers was purposively done to ensure that only those that have lectured for more than 5 years were selected and to ensure that graduate assistants and assistant lecturers were not included. The second group, comprising 250 public servants include administrators, policy-makers, and civil servants who are engaged in public sector institutions. These participants brought direct experiences with PA education and the practical application of governance frameworks in the context of developing states. The data collection was done with the help of 12 research assistants who were appropriately trained in 3 days on every section of the questionnaire and how to approach the respondents. Their minimum education was first degree in any social science course like Public Administration, Political Science, Economics and Sociology. The data collection exercise was done from 10 to 28 March, 2025.

Survey design

The survey included both closed-ended and open-ended questions designed to capture participants' experiences, perceptions, and practices regarding the influence of global forces on PA curricula. It was structured into the following sections: 1) Demographic Information, which gathered basic data on participants, including their sex, years of experience, highest completed formal education, age and marital status; 2) Global Influences on PA Curricula, which explored the extent to which global governance trends, international organizations, and technological innovations had shaped the design and delivery of PA curricula; 3) Challenges in Curriculum Design, where participants identified challenges in adapting global models to the local context, including political, social, and economic barriers; 4) Integration of Local Contexts, which assessed how curricula balanced global frameworks with indigenous knowledge and local governance practices.

Data analysis

The study used scoping literature review to identify and synthesize key themes related to the influence of global forces on PA curricula in developing states. Thematic analysis was used to categorize existing studies on global governance trends, the role of international organizations and the integration of local contexts in curriculum development. For the quantitative section, survey data was analyzed using descriptive statistics, specifically frequencies, percentages and means. These measures were used to summarize the basic data of the respondent and to identify patterns in the responses to closed-ended questions about global influences on PA curricula.

Ethical considerations

All participants were provided with detailed information about the study's purpose, methodology, and their rights, including confidentiality and voluntary participation, and informed consent was obtained prior to their involvement. To ensure confidentiality, personal identifiers were removed from the survey responses, and all data was stored securely, used exclusively for the purposes of the study. The study also received approval from the relevant institutional ethics committee before data collection commenced.

Results

Quantitative findings

Information on demographic characteristics of respondents

Majority of respondents were male (76.6%), with a significant portion having postgraduate education (93.8%). The age distribution is fairly balanced, with 38.2% in the 41 to 50 years group, and 31.1% in the 30 to 40 years group. 76.4% of them were married, while the respondents are split nearly evenly between lecturers (50.5%) and public servants (49.5%). The most common length of service is 11 to 15 years (37.0%). See table 1 below;

Table 1 Demographic characteristics of respondents

Variable	Response options	Frequency	Percentage
Sex	Male	387	76.6%
	Female	118	23.4%
Highest Completed Education	Tertiary	30	6.0%
	Postgraduate	475	93.8%
Age	30 to 40 years	157	31.1%
	41 to 50 years	193	38.2%
	Above 50 years	155	30.7%
Marital Status	Single	120	23.8%
	Married	385	76.4%
	Divorced/Separated	21	4.2%
	Widowed	19	3.8%
Category of Respondents	Lecturer	255	50.5%

	Public Servant	250	49.5%
Length of Service	6 to 10 years	134	26.5%
	11 to 15 years	187	37.0%
	16 to 20 years	105	20.8%
	Above 20 years	79	15.6%

Sources: Authors computation from Survey, 2025.

Impact of global forces such as international aid, globalization, and technological innovation on the design of Public Administration curricula in developing states

The result in table 2 shows that international aid has a significant influence on PA curriculum design, with 69.7% of respondents reporting a moderate to large impact, reflected in a mean score of 3.38. Similarly, 66.3% believe international frameworks guide curriculum changes, with a mean of 3.26, suggesting moderate alignment. Globalization is perceived to have a moderate to strong influence, with 60.4% of respondents (mean = 3.00) highlighting its role in shaping global governance topics. Regarding technological integration, 67.3% report moderate to large incorporation, with a mean of 3.33, indicating a significant adoption of digital tools. Finally, 85.1% of respondents deem the integration of digital learning tools as important to very important (mean = 3.78) which underlines the critical role of digital innovation in PA education in developing nations.

Table 2 Frequencies, percentages and mean for the impact of global forces such as international aid, globalization, and technological innovation on the design of Public Administration curricula in developing states

Indicators	Not at all (1)	To a small extent (2)	To a moderate extent (3)	To a large extent (4)	Mean
To what extent has international aid influenced the adoption of new governance frameworks in the PA curriculum?	61 (12.1%)	92 (18.2%)	148 (29.3%)	204 (40.4%)	3.38
How often do the curriculum changes in your PA programmes reflect international frameworks?	65 (12.9%)	105 (20.8%)	145 (28.7%)	190 (37.6%)	3.26
How does globalization influence the inclusion of topics like international trade, policy analysis, and global governance?	70 (13.9%)	130 (25.7%)	150 (29.7%)	155 (30.7%)	3.00
How well does the PA curriculum prepare students to navigate the globalized political and economic environment?	65 (12.9%)	105 (20.8%)	121 (24.0%)	214 (42.4%)	3.32
To what extent have digital technologies (e.g., e-learning platforms, online courses) been integrated into the PA curriculum?	60 (11.9%)	105 (20.8%)	152 (30.1%)	188 (37.2%)	3.33
How important is the integration of digital learning tools for improving PA education in developing nations?	27 (5.3%)	48 (9.5%)	127 (25.1%)	303 (60.0%)	3.78

Author's Survey, 2025

Challenges for adapting global governance frameworks to local contexts, ensuring PA curricula remain relevant to the political, social, and economic realities of developing states

Table 3 result shows that 46.5% of respondents believe local political, economic, and social challenges are considered often in curriculum design (mean = 3.43). Additionally, 42.8% report strong integration of local

governance practices into the curriculum (mean = 3.33), indicating a significant focus on local contexts. Overall, the curriculum demonstrates a moderate to strong balance between global frameworks and local governance, as evidenced by the mean of 3.27.

Table 3 Frequencies, percentages and mean for challenges for adapting global governance frameworks to local contexts, ensuring PA curricula remain relevant to the political, social, and economic realities of developing states

Indicators	Not at all (1)	To a small extent (2)	To a moderate extent (3)	To a large extent (4)	Mean
To what extent do the PA curricula in tertiary institution integrate local governance practices (e.g., traditional decision-making, local leadership) into the learning material?	56 (11.1%)	82 (16.2%)	151 (29.9%)	216 (42.8%)	3.33
How often do curriculum developers consider local political, economic, and social challenges (e.g., poverty, corruption) when designing PA programmes?	39 (7.7%)	65 (12.9%)	166 (32.9%)	235 (46.5%)	3.43
In your opinion, does the current PA curriculum in tertiary institution adequately reflect the informal governance structures that are common in your country (e.g., local councils, tribal leadership)?	63 (12.5%)	94 (18.6%)	146 (28.9%)	202 (40.0%)	3.31
How well does the PA curriculum in tertiary institution balance global models with the indigenous knowledge and local governance practices that shape public administration in your country?	55 (10.9%)	97 (19.2%)	162 (32.1%)	191 (37.9%)	3.27

Author's Survey, 2025

Analysis of how global trends and local needs intersect in PA curriculum development, and how curricula can cultivate public administrators who are globally informed yet sensitive to local governance challenges

The result in table 4 indicates a strong support for incorporating local governance practices into PA curricula, with 44.2% of respondents stating this is done to a large extent (mean = 3.10). Additionally, 44.5% believe the curriculum should be revised often to reflect local traditions (mean = 3.52), and 47.3% agree that local case studies should be core components (mean = 3.56). The data suggests a consensus on the importance of integrating indigenous governance systems to address local governance challenges, with 46.0% agreeing (mean = 3.55).

Table 4 Frequencies, percentages and mean for the analysis of how global trends and local needs intersect in PA curriculum development, and how curricula can cultivate public administrators who are globally informed yet sensitive to local governance challenges

Indicators	Not at all (1)	To a small extent (2)	To a moderate extent (3)	To a large extent (4)	Mean
To what extent do PA curricula at tertiary institution incorporate	42 (8.3%)	88 (17.5%)	151 (30.0%)	224 (44.2%)	3.10

indigenous knowledge or local governance systems?					
How frequently should the PA curriculum be revised to reflect local traditions and indigenous knowledge in addition to global models?	47 (9.3%)	71 (14.1%)	162 (32.1%)	225 (44.5%)	3.52
Should local case studies (e.g., local governance challenges, successes) be a core component of the PA curriculum in your country?	37 (7.3%)	58 (11.5%)	171 (33.9%)	239 (47.3%)	3.56
Will integrating indigenous governance systems into PA curricula help graduates better address local governance issues?	40 (7.9%)	65 (12.9%)	168 (33.2%)	232 (46.0%)	3.55

Author's Survey, 2025

Qualitative findings

Tables 5 to 7 shows the qualitative result. The result in table 5 showed the impact of global forces such as international aid, globalization, and technological innovation on the design of Public Administration curricula in developing states. For the result in table 6, it showed the challenges for adapting global governance frameworks to local contexts. While, the on in table 7 showed how global trends and local needs intersect in PA curriculum development.

Impact of global forces such as international aid, globalization, and technological innovation on the design of Public Administration curricula in developing states

International aid and PA curriculum design in developing states

Our analysis shows that foreign aid significantly shapes PA education in developing states through governance reforms linked to aid agreements, frequently affecting the content and organization of curriculum (Akindele, 2021). Support from organizations such as the World Bank, United Nations (UN), and the International Monetary Fund (IMF) is essential for modernizing public institutions, including their education systems. These aid source organizations essentially promote governance frameworks that focus on good governance, transparency, and efficiency, which then find their way into PA curricula (McCourt & Andrews, 2019). While some critics contend that international aid often imposes generic solutions that ignore local settings, it may also promote significant reforms (Olowu, 2019). As a result, PA programs become heavily influenced by Western viewpoints, which may cause graduates to lose interest in the real governance issues they encounter in their states (Ho & Tsai, 2019). Take Nigeria and Kenya, for example, which have benefited greatly from aid intended to undertake reforms in the public sector that emphasize contemporary management techniques including policy analysis, public finance management, and anti-corruption initiatives.

Globalization and PA curriculum design in developing states

Globalization has a significant impact on PA education in emerging nations, as global governance norms and international standards are influencing PA education as our world becomes more interconnected. Additionally, many developing states are eager to adopt global governance techniques and use them to modernize their public sectors and conform to international economic frameworks (Jreisat, 2020). One obvious example of the impact of globalization is the incorporation of global development ideas into PA curricula. More specifically, countries such as Ghana and India have modified their curricula to improve administrative practices in an effort to better interact with the global economy, attract foreign investment, and meet international standards (McCourt & Andrews, 2019). Similarly, these curricula may now include courses on international relations, trade policy, and global economic governance to prepare future public administrators to successfully navigate a globalized

environment. Even though they all require specific administrative procedures, local governance issues such as informal political systems, resource limitations, and ethnic diversity may be ignored because of the strong emphasis on international norms (Berman & Menger, 2021). Adopting global models cautiously is crucial in emerging countries to avoid compromising cultural values and local governing traditions. However, governments that closely resemble Western governance models can find that these models don't necessarily solve their particular problems in their particular situations (O'Flynn & O'Connor, 2021).

Technological innovation and PA curriculum design in developing states

Innovation in technology, especially in the field of digital transformation, has fundamentally altered the landscape of PA education. More than ever, developing nations are adopting e-learning platforms and digital learning tools. These countries are expanding educational opportunities, improving learning quality, and connecting with underprivileged groups by incorporating these technological innovations into PA curricula (Sarker, 2020). Brazil and Nigeria for example are enhancing the accessibility of public administration programmes through the use of digital platforms such as Massive Open Online Courses (MOOCs) and other e-learning systems (Jreisat, 2020). While tech-based learning can certainly increase educational access, it is important that it aligns with local governance needs. This means that PA curricula should not only keep an eye on global tech trends but also take into account the unique technological requirements and digital capabilities of developing countries (McCourt & Andrews, 2019). However, it is not easy to integrate technology into public administration curricula in many regions, especially rural Southeast Asia and sub-Saharan Africa, due to the digital divide and limited digital infrastructure (Berman & Menger, 2021).

Challenges for adapting global governance frameworks to local contexts, ensuring PA curricula remain relevant to the political, social, and economic realities of developing states

There are particular difficulties in adapting international frameworks to the local governance environments of emerging nations. In contrast to the more informal governance systems, decentralized practices, and community-based decision-making that are common in many developing states, global models usually advocate formal governance structures, centralized decision-making, and public sector reforms. In nations like Kenya and Nigeria, where formal state institutions coexist with traditional governance systems, the PA curriculum must address both formal and informal governance practices. Furthermore, courses that emphasize context-specific problem-solving techniques in addition to technical skills are necessary due to the political instability and inadequate governance systems in many developing countries (O'Flynn & O'Connor, 2021). The conflict between Western-centric governance paradigms and local realities in developing nations must also be addressed in order to adapt global frameworks. For instance, the PA curriculum guarantees that the educational program is both internationally informed and locally relevant by including indigenous knowledge and traditional governance structures (Olowu, 2019).

Analysis of how global trends and local needs intersect in PA curriculum development, and how curricula can cultivate public administrators who are globally informed yet sensitive to local governance challenges

Establishing PA curricula in developing nations requires striking a balance between local governance methods, indigenous knowledge, and international models. The literature consistently highlights the importance of developing PA curricula that consider both global governance principles and local administrative realities in developing nations (O'Flynn & O'Connor, 2021). In regions such as Southeast Asia and sub-Saharan Africa, local public administrators often operate within systems that incorporate traditional decision-making processes such as tribal councils, community assemblies, and local advisory boards (Akindele, 2021). In addition to formal governance models, PA curricula in these regions should include indigenous knowledge systems that influence local government to guarantee that graduates are equipped to function simultaneously in traditional and modern systems (Olowu, 2019). When creating PA curricula in developing countries, it is also important to take into account local political, economic, and social realities like poverty, inequality, and corruption. Including locally relevant case studies, community governance strategies, and public sector innovations with a local cultural foundation can increase the applicability and effectiveness of PA education (Berman & Menger, 2021).

DISCUSSION

This study highlights how global forces, such as international aid, globalization, and technological innovation, have had a substantial impact on how public administration (PA) curricula have evolved in poor countries. Both the curriculum and the way future public administrators are taught to address governance concerns are being impacted by these external variables.

One of the main drivers of curriculum change is international assistance, especially from organizations like the UN, World Bank, and IMF. These groups usually favor reforms that prioritize effectiveness, transparency, and modern management practices. However, this effect is not without criticism. Olowu (2019) cautions against adopting externally driven models in their entirety because they might not be appropriate for the distinct institutional and political realities of developing countries. The study supports this concern, arguing that while foreign aid contributes useful resources and concepts, it occasionally encourages frameworks that are incompatible with regional circumstances. McCourt & Andrews (2019) state that these aid programs frequently encourage the inclusion of subjects like public finance management and anti-corruption laws in PA programs.

Globalization is another factor that increases this pressure. As countries strive to become more linked into the global economy, there is a growing tendency toward aligning PA curricula with international norms. Jreisat (2020) claims that this modification is an effort to keep up with evolving standards for global governance. In some cases, though, this alignment may make it more difficult to address local issues. Also, per Berman & Menger (2021), global models frequently disregard significant local factors that are especially pertinent in developing nations, such as resource restrictions, informal institutions, and ethnic diversity. The study supports curriculum that are both globally informed and firmly grounded in local governance realities, highlighting the necessity for a balanced approach. The finding here is consistent with the demand made by O'Flynn & O'Connor (2021) for PA education that is both globally competent and contextually sensitive.

Innovation in technology is another factor that is altering the way PA is taught. Digital learning resources and Massive Open Online Courses (MOOCs) are just two instances of how technology is making education more accessible than ever before. According to the report, a lot of PA programs are incorporating digital platforms in order to update their delivery strategies and reach a larger audience. This is in accordance with Sarker (2020), who emphasizes how new technologies have the power to democratize education. But there are discrepancies in the advantages of digital integration. Berman & Menger (2021) highlight the digital gap in parts of sub-Saharan Africa and Southeast Asia where poor infrastructure and connectivity prevent meaningful access. Additionally, McCourt & Andrews' (2019) emphasis on the importance of tailoring technology solutions to local governance demands supports the study's recommendation for more context-sensitive tech adoption.

One of the most pressing issues identified by the study is the ongoing tension between local governance practices and global governance frameworks. For instance, in countries like Kenya and Nigeria, traditional governance entities like tribal councils and community advisory boards are significant in addition to official state structures. The study concludes that PA courses must take this duality into account. Likewise, Olowu (2019) calls for the inclusion of indigenous governance knowledge, warning that curricula that overemphasize Western paradigms risk becoming outdated in settings where informal institutions predominate. Rather than learning solely technical or administrative skills, the study contends that PA education should involve problem-solving centered in local realities. This corresponds with O'Flynn & O'Connor's (2021) concept of a curriculum that permits pupils to navigate both official and informal governing systems efficiently.

CONCLUSION

This study looked at how international factors including globalization, international aid, and technological innovation affect public administration courses in poor nations. We concentrated on how they impact the curriculum design of educational programs and the training of public officials. Our research demonstrated that although global factors frequently impact curriculum modernization to conform to global governance structures, they fall short in considering local governance structures, customs, and sociopolitical realities. Due to the influence, technological integration has also expanded access to education; however, in many places, this is not

the case due to a lower level of technology. Therefore, in order for PA curriculum in developing states to be effective, relevant, and responsive, they must address topics pertaining to both local and global governance systems.

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Ethical declarations: Ethical Approval – Not Applicable

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ANNEXES

Table 5 Impact of global forces such as international aid, globalization, and technological innovation on the design of Public Administration curricula in developing states

Key focus of the study	Number of studies	References	Study summary
International aid & PA curriculum design	5	Akindele, 2021; McCourt & Andrews, 2019; Berman & Menger, 2021; Olowu, 2019; Ho & Tsai, 2019	Aid from global agencies shapes PA curricula to promote good governance and efficiency. But critics say these reforms often ignore local governance needs and realities.
Globalization & PA curriculum design	4	Jreisat, 2020; McCourt & Andrews, 2019; Berman & Menger, 2021; O'Flynn & O'Connor, 2021	Global trends push PA programs to adopt international standards and modern topics. Yet this can sideline local issues and rely too much on Western models.
Technological innovation & PA curriculum design	4	Sarker, 2020; Jreisat, 2020; Berman & Menger, 2021; McCourt & Andrews, 2019	Digital tools and e-learning are making PA education more accessible in many regions. Still, poor tech infrastructure limits their reach in some developing areas.

Table 6 Challenges for adapting global governance frameworks to local contexts, ensuring PA curricula remain relevant to the political, social, and economic realities of developing states

Key focus of the study	Number of studies	References	Study summary
Adapting global frameworks to local contexts	2	Olowu, 2019; O'Flynn & O'Connor, 2021	Global models often clash with informal local systems in places like Kenya and Nigeria. PA curricula need to reflect both to prepare students for real governance challenges.
Political instability & weak governance	2	Olowu, 2019; O'Flynn & O'Connor, 2021	Unstable political systems demand more than technical skills from PA graduates. Curricula should teach practical problem-solving that fits messy, real-world contexts.
Incorporating indigenous knowledge	1	Olowu, 2019	Bringing in indigenous knowledge makes PA education more culturally grounded. It helps close the gap between global theory and local governance practice.

Table 7 Analysis of how global trends and local needs intersect in PA curriculum development, and how curricula can cultivate public administrators who are globally informed yet sensitive to local governance challenges

Key focus of the study	Number of studies	References	Study summary
Integration of global & local governance	3	O'Flynn & O'Connor (2021), Akindele (2021), Olowu (2019)	PA curricula should blend global standards with local traditions and practices. This helps students navigate both formal systems and traditional governance in their regions.
Indigenous knowledge and local	3	O'Flynn & O'Connor (2021), Akindele (2021), Olowu (2019)	Curricula need to include indigenous systems like tribal councils and community forums.

governance systems			Doing so makes PA education more culturally relevant and grounded in local realities.
Local political, economic, and social realities	4	Berman & Menger (2021), O'Flynn & O'Connor (2021), Akindele (2021), Olowu (2019)	Effective PA education must reflect real issues like poverty, corruption, and inequality. Using local case studies helps students tackle the actual problems they'll face in the field.