



Research Output Journal of Education 5(1):20-24, 2025

ROJE Publications

PRINT ISSN: 1115-6139

<https://rojournals.org/roj-education/>

ONLINE ISSN: 1115-9324

<https://doi.org/10.59298/ROJE/2025/512024>

Page | 20

Public Administration and Educational Innovation: Case Studies

Amwiine Hassans

Faculty of Educational Foundation Kampala International University Uganda

ABSTRACT

This paper examines the intersection of public administration and educational innovation through theoretical frameworks, historical contexts, and 15 case studies from Brazil. It examines how governance models, public-private partnerships, and collaborative networks have driven educational reform and innovation. By analyzing real-world examples, the study identifies challenges, such as resistance to change and funding constraints, and opportunities, such as digital advancements and adaptive strategies. The findings emphasize the role of public policy and administration in fostering a well-educated workforce while advocating for empirically validated pedagogical innovations. Recommendations include enhanced evaluations, adaptive strategies, and dissemination of successful practices to support global educational development.

Keywords: Public Administration, Educational Innovation, Governance Models, Public-Private Partnerships, Collaborative Networks, Educational Policy.

INTRODUCTION

The role of public administration in the field of education and its innovative practices reflects the search for new ways to enhance educational outcomes, which consolidates these strategies as a line of development related to understanding educational innovation in public institutions. Public administration was historically linked to concepts that emphasized bureaucracy, and reformer approaches assessed and improved management. Currently, changes in public administration indicate new frameworks of governance, inspired by models whose references focus on learning organizations, mainly related to networks and collaborative governance that emerge as new policy instruments and show a reformist trend in their foundations and policies. This paper emphasizes the importance of public policy for educational innovation and public-private partnerships, which increase stakeholders. These partnerships can promote changes that enable intervention for the productive transformation of educational systems [1, 2]. The need to focus on this subject is highlighted in the context of reactions to internal and external challenges faced by educational systems today. These contexts are macro and micro and are not limited to boundaries or inequalities. Throughout the two sections of this study, we tackle a historical revision including insights into important educational innovation to inform new administration currents, expand innovation possibilities that translate a syncretism of models and representations, and identify new strategies. Working with education macro policies can lead to governance research regarding innovations from public policy via educational administration. It shows how educational policy-making in the network society can be further developed. The first connection was made with the development of educational administration in the United States and Brazil [3, 4].

Theoretical Frameworks in Public Administration and Educational Innovation

The 20th century is often called the 'American Century' in which the USA emerged as a political, economic, and military world power. This was not something that happened just through political processes but was also greatly facilitated through a relatively well-educated workforce. Traditionally, the structure of education is that first, elementary schools help mold the firstlings of our national society,

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

teaching language and numbers and other tools of intellectual growth. Then the high schools face the second major task of feeding young Americans with a highly specialized acquired knowledge of the various fields of human endeavor. Between these areas of basic education and the higher centers of learning, there is a greying muddle of tracks and phrases described as commonly used in America's system of higher education. Similarly, the object of education is not just to train people for work. Interviewing Maria Montessori in America in the early 1920s, it was observed that while everyone recognized that the rural schools were inadequate, including the rural schools themselves, the urban schools were also inadequate; their administration was city-sized, and their quality of education was poor. The rural schools were much more specific about their goals and much better funded, and teaching achieved these goals in both the rural schools and the urban schools. The happy medium appears to be urban schools located in the suburbs of cities. In each of these statements, the well-educated workforce is unequally apparent, with each case having a particular group of vested interests seeking to support or increase funding to fill a specified area of demand or retain funding for pre-existing or underperforming areas of education [5, 6]. How do countries facilitate the development of a well-educated workforce? Many countries provide for education through a 'public good' provision model where a substantial part of education up to the foundation level of the university is free to all citizens and is publicly funded. At the higher education level, students are eligible for student loan assistance. Under the public good provision model, education is provided by the state for the common economic and social good of all citizens. Society's demand for the common good is usually recognized through one or more legislative processes, which are approved by representatives of the people and are administered through independent public bodies, such as government offices or government-funded independent objective research bodies. The problem remains that personal use of higher education means that a substantial part of the educational value is absorbed by an individual. This means that graduates should be in a position to repay education costs from the enhanced life chances that educated people are equipped to enjoy. If the organization or individual is dissatisfied with the quality of the training, they are free to seek alternatives either through alternative training processes or by moving to another alternative provider. Any increases in their educational costs are borne through competition between alternative universities or alternative university accrediting agencies. This means that the student has all the benefits of choosing cultural, social, and educational content in their degree program and in the education and training services that are provided by the universities. With a product that is successful or weakens their future success, the nature of the competition between the different providers of education is also important. Quality provision at the correct price is a vital component of a well-functioning education system [7, 8].

Case Studies on Innovative Practices in Public Administration and Education

This paper aims to disseminate innovative practices in the intersection of public administration and education through case studies of public administration related to education. It features successful stories on different methodologies to disseminate knowledge and good practices in the field of innovation in the public sector, situating contexts where such initiatives developed, and how these emergent strategies to induce innovation may be adapted to different public administration settings. The 15 case studies conducted analyze the following public organizations: 1) Mario Covas Government School, 2) Department of Education of the State of São Paulo, 3) Parthenon-PPI, 4) Municipal Department of Education of São Paulo, 5) Secretariat for Education of the State of São Paulo, 6) Cities of Bragança Paulista, Campos do Jordão, Itatiba, and Lorena, 7) Predialize, 8) Scheffel Foundation, 9) São Paulo School of Business Administration, 10) Rio de Janeiro School of Business Administration, 11) Brazil School of Public Administration and Business, 12) National Treasury Secretariat, 13) the property register and deeds office, 14) Technical Assistance Foundation for State Data Processing, and 15) Brazilian National Development Bank [9, 10]. The case studies succeeded in presenting a comprehensive analysis of the initiatives, their potential contribution to fostering innovation, and improving public administration related to education, outcomes, results, and lessons learned. A single common structure is applied for all cases. Case studies prove that some challenges have to be faced to foster educational innovation in public institutions, but several times they can be overcome. The paper advocates that more attention should be dedicated to highlighting real-world examples within the scholarly community and the connection between public management and public policy themes. Lessons learned are capable of being adapted to other public organizations worldwide since all initiatives analyzed are public organizations in the scope of education. The case studies show that despite politics at the local level and bureaucratic issues, it is possible to increase the quality of publicly offered education. It offered dynamic,

innovative solutions to new teaching opportunities and faced several different challenges posed by different perspectives. Some can do better than others, as could be seen by the final results from those who were applied [11, 12].

Challenges and Opportunities in Implementing Educational Innovations in Public Administration

Common to implementation theories and frameworks are commitments to the issue that the challenges of educational innovation are never fully going to disappear. There is always resistance to change, and a range of different factors may conspire to make it difficult to drive change. Motivation, unity of purpose, alignment of operations, and culture change are difficult to deliver because what, how, and from whom learning is delivered can profoundly shape people's jobs, their career prospects, and most of all, their sense of professional identity and status. There are funding constraints, especially in public administration settings. Lastly, there are what we might call the 'meta-challenges', the dilemmas and conflicts that arise from the vices of a faultlessly ethical bureaucracy, and work to craft education to enhance the development of citizens who are attentive to complex problems and are capable of ethical reflection, collective goal-setting, and actions [13, 14]. Scholars note that overcoming resistance to change depends largely on the strategies used in the implementation of reforms. Data can be hard to come by or conflicting; especially in new areas of technology, the lessons from the past may not readily apply in the present; and underlying value systems and expectations are so diverse and sometimes so solidly locked in that there are no 'gregarious influencers' and early adopters around whom champions can rally. Rather than cherry-pick extreme examples, this section of the chapter deliberately offers a slightly more 'balanced' flavor of the challenges and opportunities public administrators face when engaging with educational innovation than is typical in many of the more traditional innovation narratives. In a nutshell, locals argue that it is now time to focus on how these educational innovations are being operationalized in practice, including ways and means of surmounting opposition, fiercely held beliefs, organizational culture, and deep-seated social values. They chime in their belief in the need for 'adaptive strategies', for real-world public administration settings are peculiar beasts: their unique characteristics often mean that the most rational choice of strategies could, conversely, lead to catastrophic results [15, 16].

Recommendations For Future Research

Public administration is required to support innovation in education if it is designed more broadly to encompass the need to be interested in outcomes – and not solely in the outputs of education in terms of skilled and knowledgeable individuals. The proliferation of the pandemic made it essential for many countries, most of them high-income democracies, to make use of digital technology such as remote learning and computer-based assessments in the education systems. In doing so, one key lesson has been (re)learned: that only a strong and well-thought-through combination of adequate digital infrastructure with teachers' physical "presence" and emotional intelligence can produce the best result in terms of students' performance and well-being. It shows that physical infrastructure and human creative capital are needed, but must work together effectively. Paying attention to the aspects of public administration that foster successful change will help build a culture more willing to be innovative, create, test, and implement valuable pedagogical changes, and make for receptiveness to new evidence about effective practice. Evaluations show that innovations in the practice of e-learning in both government and business succeed, and then are required to be spread and mainstreamed. However, in stipulating the results, earlier evaluations generate evidence that persuades some that the approach is viable and cost-effective (or not), and the innovation either surges onwards, is quietly suffocated somewhere in the systems and processes of the public sector, or is developed in a variety of ways. A review of evaluations showed that the median period any given evaluation's results had been tested and operational was seven years. To reduce this lag time, more useful evaluation is needed. There is, therefore, a basis for promoting the practice within government and business of publicizing evidence about which interventions work best. Public service leaders need to be armed with knowledge about how effectively public investment is used to justify a change in strategic direction. The evidence demonstrates that a sprinkling of individual success stories and some indicative performance data are insufficient to demonstrate the value of an approach to pedagogy. Given that public investment is required, the bar for the effectiveness of an education approach must be set at an empirically validated level [17, 18].

CONCLUSION

Public administration plays a pivotal role in enabling and sustaining educational innovation by aligning governance structures with dynamic societal needs. The examined case studies highlight that, despite challenges such as resistance to change, funding limitations, and entrenched social values, adaptive

strategies, and collaborative partnerships can lead to transformative outcomes in education. Integrating digital infrastructure with traditional teaching methods has proven essential, particularly in the post-pandemic era, for advancing student performance and well-being. Future research should focus on reducing the lag in evaluating and implementing effective educational policies, enhancing the empirical evidence base, and fostering a culture of innovation in public administration. These steps are crucial for addressing complex educational demands and improving global educational standards.

REFERENCES

1. Rosenbloom DH, Kravchuk RS, Clerkin RM. Public administration: Understanding management, politics, and law in the public sector. Routledge; 2022 Jan 27.
2. Van Buuren A, Lewis JM, Guy Peters B, Voorberg W. Improving public policy and administration: exploring the potential of design. *Policy & Politics*. 2020 Jan 10;48(1):3-19. [eur.nl](#)
3. Viseu S, Carvalho LM. Policy networks, philanthropy, and education governance in Portugal: the raise of intermediary actors. *Foro de Educación*. 2021;19(1):81-104.
4. Gardinier MP. Imagining globally competent learners: experts and education policy-making beyond the nation-state. *Comparative Education*. 2021 Jan 2;57(1):130-46.
5. Murphy CN. The emergence of global governance. In *International organization and global governance 2023* Apr 28 (pp. 23-34). Routledge.
6. Sauerbronn FF, Ayres RM, da Silva CM, Lourenço RL. Decolonial studies in accounting? Emerging contributions from Latin America. *Critical Perspectives on Accounting*. 2021 Jan 12;102281. [\[HTML\]](#)
7. Ji X, Umar M, Ali S, Ali W, Tang K, Khan Z. Does fiscal decentralization and eco-innovation promote sustainable environment? A case study of selected fiscally decentralized countries. *Sustainable Development*. 2021 Jan;29(1):79-88. [researchgate.net](#)
8. Savulescu J. Good reasons to vaccinate: mandatory or payment for risk?. *Journal of medical ethics*. 2021 Feb 1;47(2):78-85.
9. Lytras MD, Serban AC, Ruiz MJ, Ntanos S, Sarirete A. Translating knowledge into innovation capability: An exploratory study investigating the perceptions on distance learning in higher education during the COVID-19 pandemic-the case of Mexico. *Journal of Innovation & Knowledge*. 2022 Oct 1;7(4):100258. [sciencedirect.com](#)
10. Abad-Segura E, González-Zamar MD. Sustainable economic development in higher education institutions: A global analysis within the SDGs framework. *Journal of Cleaner Production*. 2021 Apr 20;294:126133.
11. González-Pérez LI, Ramírez-Montoya MS. Components of Education 4.0 in 21st century skills frameworks: systematic review. *Sustainability*. 2022 Jan 27;14(3):1493.
12. Miranda J, Navarrete C, Noguez J, Molina-Espinosa JM, Ramírez-Montoya MS, Navarro-Tuch SA, Bustamante-Bello MR, Rosas-Fernández JB, Molina A. The core components of education 4.0 in higher education: Three case studies in engineering education. *Computers & Electrical Engineering*. 2021 Jul 1;93:107278. [sciencedirect.com](#)
13. Daumiller, M., Rinas, R., Hein, J., Janke, S., Dickhäuser, O. and Dresel, M., 2021. Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. *Computers in Human Behavior*, 118, p.106677.
14. Zhao Y, Watterston J. The changes we need: Education post COVID-19. *Journal of educational change*. 2021 Feb;22(1):3-12.
15. Errida A, Lotfi B. The determinants of organizational change management success: Literature review and case study. *International Journal of Engineering Business Management*. 2021 May 6;13:18479790211016273. [sagepub.com](#)
16. Laschuk NO, Easton EB, Zenkina OV. Reducing the resistance for the use of electrochemical impedance spectroscopy analysis in materials chemistry. *RSC advances*. 2021;11(45):27925-36.
17. Chen J, Walker RM, Sawhney M. Public service innovation: a typology. *Public Management Review*. 2020 Nov 1;22(11):1674-95.
18. Head BW. Wicked problems in public policy. In *Encyclopedia of Public Policy 2023* Jun 21 (pp. 1-8). Cham: Springer International Publishing.

CITE AS: Amwiine Hassans. (2025). Public Administration and Educational Innovation: Case Studies. Research Output Journal of Education, 5(1):20-24. <https://doi.org/10.59298/ROJE/2025/512024>.