

**ΟΙΚΟΝΟΜΙΚΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΑΘΗΝΩΝ**



**ATHENS UNIVERSITY
OF ECONOMICS
AND BUSINESS**

EduCoP Session 2 : Advancing Public Sector Accounting Education and professional capacity building

Theoretical considerations and practical examples

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PERSPECTIVES FOR
THE FUTURE

**FINCOP &
EDUCOP**

Agenda

Setting up the profile of the public sector accounting-savvy public servant

Existing public servants- Vocational learning

- Parameters

Prospect public servants- Academic education

- European experience

Examples from Greece

Setting the educational goals

Could we draft one ideal accounting educational profile for public servants?

Creating a cohort of public sector accountants who have technical skills and a profound understanding of the role of accounting information for transparency, accountability and decision making.

People who possess professional judgement, knowledge and ethics.

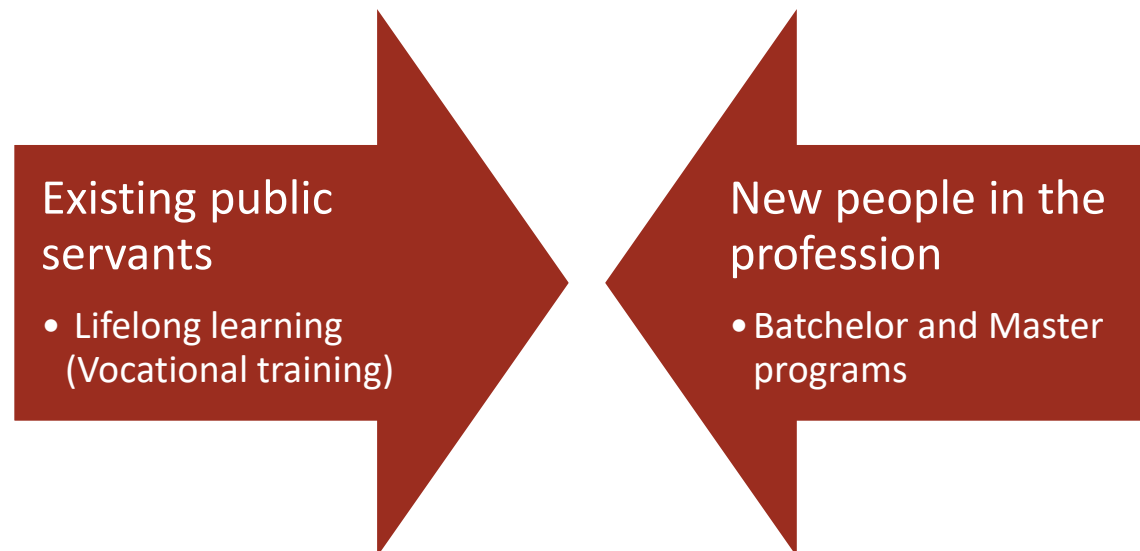
Accountants who know accounting but they are also aware of sustainability and budgeting technicalities

Is there just one profile for public sector accounting-savvy public servant or multiple ones?

Setting the educational goals

While maybe there is a consensus about the high-level qualifications of an accountant, the way to get there has many alternatives

Different profiles call for different approaches



Training existing public servants - Content specific questions

Content specific questions			
Focus	Specific modules	Modular aggregation	Holistic approach
Depth	Detailed level	Average level	Overview
Purpose	Preparers of information	Users of information	Intermediates of the information to others/media
Practice	Case studies	Worked examples	Only technical - Journal entries
Synergies	Accounting and Budgeting parallel considerations	Only Accrual accounting	Focusing only on difference between accounting and budgeting
Topics	Merging Accrual Accounting with Sustainability*	Only Accrual accounting*	Only Sustainability*

Numerous combinations – Different content for different audiences and goals

*Heiling and Karatzimas, 2025; PMM



Training existing public servants- Course delivery specific questions

Course delivery specific questions			
Modus	Synchronous	Asynchronous	Combination
Premises	On site	On line	Blended /Livestreaming
Tutors	Public Servants	Academics	Professionals
Pace	Self defined	Predescribed	Flexible
Material	Nationally developed	Open access (e.g. IPSAS training material)	Combination
Certification	Based on exams (<i>AI implications on online tests</i>)	Based on attendance	No certification
Duration	short-term	medium-term	long-term

Numerous combinations – Different course delivery methods for different audiences and goals

Academic education

Public sector accounting is mainly taught within Public Administration and Public Management programs

Recent study in Master in Public Administration (MPA) and Master in Public Management (MPM) programs in public and private European higher education institutions

8 European countries (Austria, Croatia, Cyprus, Germany, Greece, Italy, Portugal, Spain)

9 authors

Authors' conclusion:

The programs do not yet appear ready to provide a comprehensive competence package for future public sector managers, especially for those who will occupy upper-level finance-related functions in public sector organizations

Karatzimas et al. (2025), IJPSM

Covered topics

Table 5. Most and less covered sub-competencies

	Austria	Croatia	Cyprus	Germany	Greece	Italy	Portugal	Spain
No of programs scored	3	3	4	36	7	28	6	7
No of PSFM courses scored	7	3	7	71	11	43	12	16
Most covered sub-competencies	<ul style="list-style-type: none"> Budgeting (4 times) Financial management (4 times) Management accounting and resource management (3 times) 	<ul style="list-style-type: none"> Budgeting (3 times) Financial management (2 times) Public finance and GFS (2 times) 	<ul style="list-style-type: none"> MA and Resource management (4 times) Budgeting (3 times) 	<ul style="list-style-type: none"> MA and resource management (35 times) Budgeting (30 times) Public sector financial accounting and reporting (17 times) 	<ul style="list-style-type: none"> Public sector financial accounting and reporting (9 times) Budgeting (8 times) Financial management (8 times) 	<ul style="list-style-type: none"> Financial management (24 times) Management accounting and resource management (23 times) Public sector financial accounting and reporting (21 times) Budgeting (20 times) Public finance and GFS (4 times) Auditing (6 times) Consolidated financial reporting (8 times) 	<ul style="list-style-type: none"> Budgeting (7 times) Financial management (7 times) Public sector financial accounting and reporting (6 times) 	<ul style="list-style-type: none"> Budgeting (8 times) Public sector financial accounting and reporting (7 times)
Less covered sub-competencies	<ul style="list-style-type: none"> Auditing (0 times) Consolidated financial statements (0 times) 	<ul style="list-style-type: none"> Public sector financial accounting and reporting (0 times) Auditing (0 times) Consolidated financial statements (0 times) 	<ul style="list-style-type: none"> Consolidated financial reporting (0) 	<ul style="list-style-type: none"> Consolidated financial statements (4 times) Public finance and GFS (9 times) Auditing (10 times) 	<ul style="list-style-type: none"> Consolidated financial reporting (1 time) 	<ul style="list-style-type: none"> Public finance and GFS (2 times) Auditing (1 time) Consolidated financial statements (1 time) 	<ul style="list-style-type: none"> Public finance and GFS (0 times) Consolidated financial statements (1 time) Management accounting and resource management (1 time) 	

Source(s): Authors' elaboration

Karatzimas et al. (2025), IJPSM

Examples from Greece (1)

Software – AIMER in Public Sector

- ❑ Educational software for the analysis of the basic financial statements, i.e. the statement of financial position, the statement of financial performance and local government budgets (AIMER stands for Accounting Information Made Easily Read).
- ❑ Developed in Greek
 - ❑ <https://psab.gr/education>
- ❑ It provides a user-friendly way of understanding the information presented in accrual public sector accounting financial statements
 - ❑ Use of graphical representations
 - ❑ Use of explanations in plain language
 - ❑ Analysis of financial information
 - ❑ Emphasis on comprehension
 - ❑ User-orientation



Cohen and Karatzimas (2022),
PMM

Examples from Greece (2)

National Centre for Public Administration and Local Government – Training Institute

- ❑ Online program- Totally synchronous
 - ❑ Basic - New Accounting Framework for the General Government and Financial Statements
 - ❑ Advanced – Accounting reform and Accounting policies
- ❑ 5 days x 7 hours/per day (1 week)
- ❑ Exams - Online multiple/choice
- ❑ Tutors
 - ❑ Members of the General Accounting Office
- ❑ Educational material
 - ❑ PPT presentations
 - ❑ Accompanying education material (hardcopy)
- ❑ Class size
 - ❑ 25-30 attendees

Examples from Greece (3)

New Accounting Framework for the General Government – Accrual Accounting

eLearning program offered by the **Center for Education and Lifelong Learning (KEDIVIM) of the Athens University of Economics and Business**

- Totally asynchronous
- 60 hours 12 weeks (2 ECTS)
- Exams (online)
- Tutors
 - Academics
 - Professionals

- Educational material
 - Ppts: Focus on accounting policies and the new chart of accounts
 - Videos
 - Self-assessment exercises (on a weekly basis)
 - Multiple choice questions
 - Journal entries**

<https://cloud.aueb.gr/index.php/s/TpP7TMfcHk6XQqL>

Question 1: An entity buys equipment for €1,000 on a 3-month account. The asset will have a useful life of 5 years.

Start by completing the cells for the account debited, then proceed to the account credited.

In each account, please add "-" to the cell that is not debited or credited.

Journal entry:

	Debit	Credit
<input type="text"/>	<input type="text"/>	<input type="text"/>
2.4.2.03.04 Maintenance expenses for equipment	<input type="text"/>	<input type="text"/>
3.1.2.01.01 Equipment	<input type="text"/>	<input type="text"/>
4.2.2.01.01 Cash equivalents	<input type="text"/>	<input type="text"/>
5.8.4.01.01 Liabilities for acquiring goods and services	<input type="text"/>	<input type="text"/>
5.8.7.01.01 Liabilities for other expenses	<input type="text"/>	<input type="text"/>
5.8.8.01.01 Liabilities for asset acquisition	<input type="text"/>	<input type="text"/>

part for the equipment. It has a cost of €100. The spare part will improve the asset's efficiency but will not affect its useful life. The spare part has a useful life of 2 years. Start by completing the cells for the account debited, then proceed to the account credited. In each account, please add "-" to the cell that is not debited or credited.

Question 3: After 4 months, the entity performs maintenance on the equipment. The invoice for maintenance is €70 on account.

Question 1: An entity buys equipment for €1,000 on a 3-month account. The asset will have a useful life of 5 years.

Start by completing the cells for the account debited, then proceed to the account credited.

In each account, please add "-" to the cell that is not debited or credited.

Journal entry:

	Debit	Credit
3.1.2.01.01 Equipment	✓ 1.000 ✓	✓ - ✓
5.8.8.01.01 Liabilities for asset acquisition	✓ - ✓	✓ 1.000 ✓

Question 2: After six months, the entity buys a spare part for the equipment. It has a cost of €100. The spare part will improve the asset's efficiency but will not affect its useful life. The spare part has a useful life of 2 years.

Start by completing the cells for the account debited, then proceed to the account credited.

In each account, please add "-" to the cell that is not debited or credited.

Journal entry:

	Debit	Credit
<input type="text"/>	<input type="text"/>	<input type="text"/>

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Thank you

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