



United Nations

Department of Economic and Social Affairs

IASIA
International Association of Schools and Institutes of Administration



AIEIA
Association Internationale des Instituts d'Administration



Standards of Excellence for Public Administration Education and Training

United Nations Department of Economic and Social Affairs/International Association of Schools and Institutes of Administration

Global Task Force on Standards of Excellence for Public Administration Education and Training

Report

28 October 2024



TABLE OF CONTENTS

United Nations Department of Economic and Social Affairs.....	4
International Association of Schools and Institutes of Administration	4
Disclaimers.....	5
Terminology – Commonly Used Terms in the Standards of Excellence	6
Useful References.....	6
Acknowledgments	8
Background	10
Rationale for the Standards of Excellence for Public Administration Education and Training	11
1. What are the Standards of Excellence for Public Administration Education and Training?.....	11
2. Why are the Standards of Excellence Critical for the World We Want and the Advancement of a Better Society?.....	11
3. Who can Apply the Standards of Excellence and How?	12
4. What Are the Expected Results of Applying the Standards of Excellence?	13
2024 Standards of Excellence	14
Standard 1. Commitment to Public Service Values	14
Standard 2. Inclusiveness, Openness, and Diversity are at the Heart of the Program	15
Standard 3. Competent Faculty and Trainers are Central for Quality Education	16
Standard 4. Engaged and Empowered Students and Trainees	17
Standard 5. A Curriculum that is Purposeful and Impactful	18
Standard 6. Combining Theory, Practice, and Community Engagement.....	19
Standard 7. Adequate and Sustainable Resources are Critical.....	20
Standard 8. Advancing Competitiveness, Collaboration, and Partnerships.....	21
Annex I – 2023-2024 UN DESA/IASIA Global Task Force Members	22
Annex II – 2023-2024 UN DESA/IASIA Global Task Force Review Process.....	24
Annex III – 2024 UN DESA/IASIA Global Task Force Expert Group Meeting	28





United Nations Department of Economic and Social Affairs

The Department of Economic and Social Affairs of the United Nations Secretariat (UN DESA) is a vital interface between global policies in the economic, social and environmental spheres and national action. The Department works in three main interlinked areas: (i) it compiles, generates and analyses a wide range of economic, social and environmental data and information on which States Members of the United Nations draw to review common problems and to take stock of policy options; (ii) it facilitates the negotiations of Member States in many intergovernmental bodies on joint course of action to address ongoing or emerging global challenges; and (iii) it advises interested Governments on the ways and means of translating policy frameworks developed in United Nations conferences and summits into programmes at the country level and, through technical assistance, helps build national capacities.

International Association of Schools and Institutes of Administration

The International Association of Schools and Institutes of Administration (IASIA) is an entity of the International Institute of Administrative Sciences (IIAS). It is an association of organizations and individuals whose activities and interests focus on public administration and management. The activities of IASIA target the education and training of public administrators and managers. IASIA is an international/global association, whose mission is to strengthen administrative capacity building around the world, to advance excellence in public administration education and training, and to conduct, discuss, and disseminate cutting-edge scholarly research and "smart practices" on governance and administration.

The International Commission on Accreditation of Public Administration education and training programs (ICAPA) is the quality assurance body of the IASIA. Its accreditation criteria are based on Standards of Excellence elaborated by a joint Task force including representatives of the United Nations Department of Economic and Social Affairs (UN DESA) and of IASIA. The new Standards were developed based on the inputs from over 1,000 public administration scholars and practitioners from across the world. As such, while there are other national and regional accrediting authorities, ICAPA is the only truly international accrediting body. These are designed to support capacity building for development efforts. ICAPA governance bodies include a Steering Committee (SC), an Accreditation Committee (AC), and a Secretariat.



Disclaimers

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. The designations “developed” and “developing” economics are intended for statistical convenience and do not necessarily imply a judgment about the state reached by a particular country or area in the development process. The term “country” as used in the text of this publication also refers, as appropriate, to territories or areas. The term “dollar” normally refers to the United States dollar (\$). The views expressed are those of the individual authors and do not imply any expression of opinion on the part of the United Nations.

Website: publicadministration.desa.un.org

Dedicated web page to Standards of Excellence: <https://publicadministration.desa.un.org/un-desaiasia-review-and-upgrade-standards-excellence-public-administration-education-and-training>



Terminology – Commonly Used Terms in the Standards of Excellence

- **Faculty:** Refers to both full-time and part-time professors, lecturers, and trainers.
- **Mindsets:** Beliefs and attitudes that a person holds, which influence their behavior.
- **Practitioners:** Individuals who work in a specific profession, including in the public and private sectors, and actively use their specialized knowledge to teach or train.
- **Program:** Refers to a structured course of study offered by an educational or training institution, typically leading to a degree or certification. It is used as a generic term for all kinds of education and training. It can refer to a PhD or Master degree, a 2-year degree curriculum as well as to a one-day training activity.
- **Public Interest:** Refers to the welfare or well-being of the public, often considered in the context of policy decisions and governance. It encompasses the collective values, needs and concerns of the community, as opposed to the interests of specific individuals, groups, or organizations.
- **Public Service:** Refers to both public service institutions and the services delivered to the public.
- **Science-Policy Interface:** The space where academics, policymakers, and other actors work together to design evidence-based public policies.
- **Standards of Excellence:** Refers to a set of criteria or benchmarks that define the highest level of quality or performance within a specific field or discipline. These standards serve as a guide for organizations, institutions, or individuals aiming to achieve exceptional outcomes.
- **Teaching Delivery Methods:** Refers to in-person, online, and blended methods.

Useful References

- [Pact for the Future](#): Member States commit in Action 6 to “invest in people to end poverty and strengthen trust and social cohesion” and highlight the need “to increase access to quality, inclusive education and lifelong learning”.
- [2030 Agenda for Sustainable Development](#): The United Nations intergovernmental agreement adopted in 2015, which includes 17 Development Goals that constitute a roadmap for people, planet, and prosperity.
- [Eleven Principles for Effective Governance for Sustainable Development](#): Developed by the UN Committee of Experts in Public Administration (CEPA) and adopted by the Economic and Social Council in 2018.



- [Curriculum on Governance for the SDGs](#): aims to promote critical understanding of sustainable development issues, enhance governance capacity, and strengthen public servants' awareness of their active role in contributing to the achievement of the SDGs. It aims at developing the knowledge and capacities required to implement the 2030 Agenda for Sustainable Development and support concrete outcomes and lasting impact.
- [Mindsets and Competencies Framework to Achieve the SDGs](#) (publication)
- [Changing Mindsets in Public Institutions to Achieve the SDGs](#) (publication)
- [Global Digital Compact](#): The Global Digital Compact is a comprehensive framework for global governance of digital technology and artificial intelligence. Part of the Pact for the Future, it was adopted by world leaders in 2024. Under Objective 1, Member States commit to a series of actions to increase digital literacy, skills and capacities, including prioritizing digital competencies for public officials and institutions [13 (e)].
- [UNESCO Institute for Lifelong Learning | Institute for Lifelong Learning](#): The UNESCO Institute for Lifelong Learning (UIL) strengthens the capacities of Member States to build effective and inclusive lifelong learning policies and systems, in line with Sustainable Development Goal 4. It aims to develop learning ecosystems that work across life, in every setting and benefit everyone through building capacity at local and national levels, strengthening partnerships, and offering data and knowledge.



Acknowledgments

The Task Force on Standards of Excellence for Public Education and Training was initiated by the Division of Public Institutions and Digital Government (DPIDG), Department of Economic and Social Affairs (DESA) of the United Nations in partnership with the International Association of Schools and Institutes of Administration (IASIA) in January of 2023. Its members were jointly appointed by the co-conveners of the Task Force, namely Juwang Zhu, the Director of DPIDG/UN DESA and Najat Zarrouk, President of IASIA who provided strong leadership and commitment throughout the process.

The late Chairperson of the UN DESA/IASIA Task Force was Prof. Allan Rosenbaum, former President, American Society for Public Administration; Chairperson, Accreditation Commission, ICAPA/IASIA; Distinguished University Professor, Department of Public Policy and Administration Steven J. Green School of International & Public Affairs, Florida International University, Miami, Florida, USA. He was instrumental in the establishment of the 2008 Standards of Excellence and in the revision process.

Adriana Alberti, Chief of the Programme Management and Capacity Development Unit, DPIDG, UN DESA, and Cristina Rodriguez-Acosta, Inter-regional Adviser at DPIDG, led the substantive design and implementation of the review process and the finalization of the Standards of Excellence, incorporating inputs from over 1,000 contributions and the UN DESA/IASIA Global Task Force. The review process was supported by Gregory McGann from DPIDG/UN DESA and César Alfonzo from IASIA.

The members of the UN DESA/IASIA Global Task Force provided invaluable advice, ideas and contributions to the methodology, the regional workshops, consultations, and final Standards of Excellence. The 2024 UN DESA/IASIA Task Force comprises a diverse group of experts from various regions. From the global level, key members include Adriana Alberti, Chief of the Programme Management and Capacity Development Unit, and Cristina Rodriguez-Acosta, Inter-regional Advisor, Gregory McGann, DPIDG, UN DESA; as well as Hyeyoung Kim, Head of Office at the United Nations Project Office on Governance (UNPOG), and Prabin Maharjan, Program Management Expert at the same office, DPIDG/UN DESA.

In the Americas, Leonardo Secchi, Professor at Santa Catarina State University and past IASIA Vice President for Latin America and the Caribbean; Devon Rowe, Executive Director of the Caribbean Centre for Development Administration; Conrado Ramos, Director General of the Latin American Center for Public Administration Development; and Rachel Emas, Associate Teaching Professor and Director of the Master of Arts in Environmental and Natural Resource Policy at the



Trachtenberg School at George Washington University, contributed their expertise as well as Angel Wright-Lanier, Past Executive Director of NASPAA.

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In Asia and the Pacific, notable members are Alex Brillantes, Jr., Secretary General of the Eastern Regional Organization for Public Administration; Wang Manchuan, Executive Vice President and Secretary-General of the China Society of Administrative Reform; Tashi Pem, Chairperson of the Royal Civil Service Commission in Bhutan; and Pan Suk Kim, International Director of the American Society for Public Administration and Member of the United Nations International Civil Service Commission.

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In the Middle East, the members included Ra'ed BenShams, President of the International Institute of Administrative Sciences; Hamid Eltgani Ali, Dean of the School of Economics, Administration and Public Policy at the Doha Institute for Graduate Studies; and Mousa Abu Zaid, Chairman of the General Personnel Council and Vice-President of IASIA for the Middle East.



Background

The United Nations Department of Economic and Social Affairs (UN DESA), through its Division for Public Institutions and Digital Government (DPIDG) and its Project Office on Governance (UNPOG), and the International Association of Schools and Institutes of Administration (IASIA) established in 2023 a Task Force to review and/or update the Standards of Excellence for Public Administration Education and Training. The Standards of Excellence were drafted and finalized in 2008 almost 15 years ago.

While the 2008 Standards were still relevant, they did not refer to recent inter-governmental agreements and the insights from the work undertaken by UN DESA/DPIDG and IASIA in the area of education and training. Most notably, the Standards were issued before the 2030 Agenda for Sustainable Development was adopted, in 2015, by 193 Member States. The 2030 Agenda for Sustainable Development recognizes the importance of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Goal 4) and the need to build peaceful, just, and inclusive societies that provide equal access to justice and that are based on respect for human rights (including the right to development), on effective rule of law and good governance at all levels. Goal 16 of the 2030 Agenda specifically calls for effective, accountable, and inclusive institutions at all levels. Indeed, public institutions play a critical role in the achievement of all the Sustainable Development Goals (SDGs) and targets.

In 2018, the Economic and Social Council (ECOSOC) endorsed the 11 Principles of Effective Governance for Sustainable Development, drafted by the UN Committee of Experts on Public Administration (CEPA). The last few years have also been marked by and impacted by digital transformation, including Artificial Intelligence.

Revising and upgrading the Standards of Excellence has represented a real opportunity to affect the world for good profoundly. The Standards were reviewed to mainstream the Sustainable Development Goals and reflect new developments in public administration. The review was conducted through a global and regional consultative process. It took place between 2023 and 2024. Over 1,000 contributions were received by schools and institutes of public administration, networks, academia, and representatives of international, regional, and national organizations through an online survey and by attending the various meetings scheduled throughout the year.



Rationale for the Standards of Excellence for Public Administration Education and Training

1. What are the Standards of Excellence for Public Administration Education and Training?

The Standards of Excellence are a set of criteria or benchmarks that define the highest level of quality and performance in education and training programs related to public administration. These standards serve as a guide for academic and training institutions, as well as faculty, trainers, and practitioners, who aim to promote quality education and achieve exceptional outcomes.

Recognizing the diversity of local, regional, and national contexts, the Standards of Excellence are aspirational in nature. They can be invaluable in improving education and training programs worldwide. They provide a framework for identifying opportunities, challenges, and gaps, highlighting the capacities and areas where improvements are needed to achieve excellence in public administration education and training.

2. Why are the Standards of Excellence Critical for the World We Want and the Advancement of a Better Society?

The quality of education and training in public administration significantly affects the quality of governance. Well-prepared and highly professional public servants are essential for effective, accountable, and inclusive institutions, leading to the design and implementation of policies, programs, and public services that improve people's quality of life. This, in turn, promotes trust in government and contributes to the achievement of the sustainable development.

The [Universal Declaration of Human Rights \(UDHR\)](#) states in Article 26 that: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children”.



The 2030 Agenda for Sustainable Development further states in Sustainable Development Goal 4 that Member States should “Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.” It calls for: Equal Access to Affordable Technical, Vocational and Higher Education; Eliminate All Discrimination in Education; Education for Sustainable Development and Global Citizenship; Expand Higher Education Scholarships for Developing Countries; and Increase the Supply of Qualified Teachers in Developing Countries.

Therefore, the academic and training institutions that prepare public servants must promote excellence in their programs and instill a commitment to public service values, including integrity, transparency, accountability, service-orientation, participation, and inclusiveness. They should promote inclusiveness, openness, and diversity in all aspects of their programs and be based on a purposeful and impactful curriculum. Competent, committed, and engaging faculty, trainers, and practitioners are central to achieving the program's goals and delivering quality education and training. These programs should engage and empower students by encouraging active participation and involvement in their learning, providing support services, facilitating collaboration, promoting leadership opportunities, integrating real-world experiences into the curriculum, and fostering inclusiveness to enhance the overall student experience. The Curriculum should be purposeful by aligning with the vision and mission of the programme, and impactful. Additionally, the programme must have adequate and sustainable resources, which are critical for fulfilling their objectives and desired impact. Public administration education and training programs should combine theory, practice, and community engagement and consist of competent faculty and trainers, who are central to quality education. Programs must foster competitiveness, collaboration, and partnerships with a range of stakeholders to advance world-class education and training.

Governments should dedicate adequate resources to educational programmes at all levels. In addition, given the growing importance of technology and innovation in public service, institutions offering public administration education and training should integrate innovation and digital technologies across all areas of their programs, ensuring accessibility, inclusiveness, and ethical use of technologies.

3. Who can Apply the Standards of Excellence and How?

Any program worldwide can use the Standards for self-assessment and learning to enhance the quality of its education and training. Suggested criteria for evaluating an institution's progress in meeting the Standards of Excellence is expected to be provided by July 2025, along with a checklist that individual institutions can use when engaging with these standards.



The International Commission on Accreditation of Public Administration education and training programs (ICAPA), which is the quality assurance body of the International Association of Schools and Institutes of Administration (IASIA), an internal association of IIAS, provides accreditation for those interested in advancing excellence in public administration education and training.

Through its rigorous evaluation process, ICAPA ensures that accredited programs meet high standards of quality, relevance, and effectiveness, ultimately contributing to the development of skilled public servants capable of addressing contemporary challenges.

4. What Are the Expected Results of Applying the Standards of Excellence?

A commitment to excellence in education and training ultimately contributes to high-performing public and private institutions by ensuring the development of the highest quality public servants. Applying these Standards of Excellence in public administration education and training programs will result in more dynamic, tech-savvy, agile, and globally aware public servants and professionals who can navigate an ever-changing landscape and contribute to the advancement of sustainable development.



2024 Standards of Excellence

Standard 1. Commitment to Public Service Values

The program prepares present and future leaders dedicated to serving the public interest by instilling public service values, contributing to high-quality public services, engaging meaningfully with their communities, and ensuring that no one is left behind in the pursuit of sustainable development.



The faculty and administration of the education and training program are fundamentally committed to public service values, including professionalism, integrity, transparency, accountability, service orientation, innovation, collaboration, participation, and inclusiveness. They are dedicated to advancing the public interest and promoting democratic, effective, accountable, and inclusive institutions at all levels, consistently embodying these values in all their activities.

This commitment is demonstrated through their advocacy for and nurturing of mindsets that foster a culture rooted in democratic values, the rule of law, and ethical leadership and behavior. They exemplify these values in their interactions with public organizations and institutions, as well as in their work with students and trainees. The program's internal governance also reflects these ideals, upholding high standards of competence, inclusiveness, diversity, integrity, transparency, accountability, and independence.

Through teaching, training, engagement in research and practice, technical assistance, and community service activities, the faculty and trainers nurture students and trainees to uphold public service values.



Standard 2. Inclusiveness, Openness, and Diversity are at the Heart of the Program

Inclusiveness, openness, and diversity are essential for preparing present and future leaders to serve diverse groups in society, especially those living in vulnerable situations, and to empower them to participate in policy decision-making that impacts their lives.



A critical element in achieving excellence in public administration education and training is the unwavering commitment of faculty, trainers, practitioners, administration, and students to inclusiveness, openness, and diversity. The education and training program should be open and accessible to all interested individuals, free from any prejudices. Faculty, trainers, practitioners, administration, students, and trainees should represent a wide range of racial, ethnic, and demographic communities within society.

The program should promote multidimensional diversity, inclusive leadership and mindsets, fostering a culture of inclusion, openness and participation in research, teaching, and training both within the institution and with community stakeholders. The ideas, concepts, theories, and practices addressed in the program should reflect a broad array of intellectual interests, voices, and approaches. Inclusiveness—regarding ethnicity, nationality, race, religion, gender, gender orientation, persons with disabilities, older persons, the youth, and Indigenous Peoples—also serves to encourage diversity of ideas. As much as possible, the program should promote digital inclusion enabling students and trainees to fully participate in the digital world and benefit from its opportunities as highlighted, for example, by the UN Global Digital Compact. In turn, they should be equipped with the capacities to use technology to engage citizens in government deliberations and processes.

Inclusiveness as a value and practice is an evolving framework that encompasses a range of policies, practices, and attitudes aimed at creating environments where all individuals feel valued, respected, and empowered to participate fully. As such, the program should continuously adapt to reflect changing societal norms, diverse perspectives, and the needs of various communities.



Standard 3. Competent Faculty and Trainers are Central for Quality Education

Competent, committed, and engaging faculty, trainers, and practitioners are central to achieving the program's goals and delivering quality education and training.

The program should have a world-class faculty, trainers, and practitioners who are committed to the highest standards of teaching, training, and research. They must possess the appropriate mindsets, knowledge, and skills to ensure quality and innovative public administration education and training. Faculty members, trainers, and practitioners come from diverse backgrounds and areas of expertise, valuing different academic perspectives to provide a well-rounded education for all.

Faculty, trainers, and practitioners are committed to producing relevant and impactful knowledge that anticipates and addresses emerging issues in a rapidly changing world. They are dedicated to serving students by delivering high-quality and engaging education and mentorship. They promote collaborative learning experiences where faculty and students learn from each other.

To maintain excellence, the program encourages lifelong learning and continuing professional development for faculty and trainers through the exchange of innovative practices, e-learning, collaboration with government agencies, and multidisciplinary knowledge sharing among countries and regions, as well as through partnerships and networks, in accordance with sustainable development goal 17.



Standard 4. Engaged and Empowered Students and Trainees

Engaged and empowered students and trainees are the hallmark of an excellent program.

The program aims to create an inclusive and friendly environment that actively engages all students and trainees, valuing diverse perspectives and integrating various backgrounds and learning styles. Students and trainees should be encouraged to take an engaged role in their learning journey. This includes opportunities for empowering them to be active participants in the learning process, giving them the competencies, tools, and skills required to be changemakers. Students and trainees who are actively engaged in community service, research, and practice are better able to connect their academic knowledge to real-world challenges, fostering a sense of social and civic responsibility and preparing them for the job market.

Students and trainees should be able to participate in program governance through constructive dialogue and feedback mechanisms. Regular feedback from students and trainees is essential for program improvement, utilizing surveys, focus groups, games, and other innovative feedback mechanisms, to ensure their voices are heard. A systematic evaluation of the overall student experience helps assess engagement and satisfaction, aligning with the program's mission to foster excellence in public administration education and training. Recognizing and celebrating student achievements through awards and showcases fosters a meritocratic culture that motivates students to strive for excellence. Creating spaces and encouraging Alumni initiatives is also relevant.

By encouraging a lifelong learning mindset, the program promotes ongoing education and personal development, reinforcing the importance of continuous growth and the pursuit of high performance and excellence. Prioritizing merit and excellence, the program aims to prepare future talent and leaders who can seize opportunities and tackle challenges in their careers and fields.



Standard 5. A Curriculum that is Purposeful and Impactful

A purposeful and impactful curriculum challenges and prepares students and trainees to become committed and engaged public leaders—changemakers capable of anticipating and responding to evolving political, economic, environmental, and social trends, thereby serving the needs of present and future generations.



The public administration education and training program should develop a curriculum that aligns with the values, vision, mission, and strategy of the program. The curriculum should aim to mainstream the Sustainable Development Goals (SDGs) and principles of effective governance for sustainable development, promoting global, cross-cultural, inclusive, and multidisciplinary perspectives. It should also involve research and teaching related to innovation and digital governance, contributing to the development of policies and innovative practices in this evolving field.

The curriculum should equip students and trainees with the mindsets to succeed in an ever-changing world, including ethical, innovative, agile, foresight-driven, collaborative, inclusive, solution and result-oriented, and digital mindsets. It should promote knowledge, competencies, and skills such as ethical reasoning, critical thinking, creativity, responsive and future-oriented leadership, data analytics, and digital competencies. Additionally, the curriculum should be engaging, relevant, and connected to the needs of all actors and stakeholders.

The delivery of the curriculum should incorporate problem-solving and participatory approaches, real-world case studies, and practical experiences to maximize its teachings' engagement and impact. Teaching methodologies should focus on lifelong learning, adopting in-person, online, and blended formats while ensuring the ethical use of technologies, including Artificial Intelligence (AI).



Standard 6. Combining Theory, Practice, and Community Engagement

Combining theory, practice, and community engagement equips students and trainees with the knowledge, competencies, and skills to make a difference in their communities and improve the quality of people's lives.



Insofar as public administration is an applied science, the faculty, practitioners, trainers, and administration of the program are committed to integrating theory and practice in the design and methodology of the program. This approach connects knowledge, engaged research, and scholarship with real-world experience, including experiential and case-based learning, to advance and achieve the 2030 Agenda for Sustainable Development, and to promote principles of effective governance for sustainable development. The program is grounded in a deep understanding of current public administration challenges, fostering critical thinking, collaboration, and co-creation to prepare students and trainees to solve complex problems.

The faculty, administration, and students of the program are also actively engaged with their community through teaching, learning, training, research, and community service activities, connecting with stakeholders from the smallest village or city neighborhood to the global community at large, promoting “whole of government” and “whole of society” approaches.

The program reflects the relevant needs of their communities and fosters public innovation through co-creation with citizens and technology stakeholders. Additionally, it promotes multidisciplinary exchanges among professional communities and strengthens the science-policy interface by providing accessible, evidence-based advice for better decision-making in public and private institutions.



Standard 7. Adequate and Sustainable Resources are Critical

Adequate and sustainable resources will ensure that the program's curriculum and teaching methodologies remain relevant and state-of-the-art.

An important prerequisite for creating a program of excellence in public administration education and training is the availability of appropriate and adequate resources to fulfill the program's objectives and desired impact. Resources encompass human, financial, physical, technical, logistical, and digital infrastructure.

The program must ensure effective, transparent, and accountable needs-assessment, planning, mobilization, management, reporting, and evaluation of resources while striving for financial autonomy and long-term sustainability. Adequate and sustainable resources should be allocated to attract and retain a diverse faculty and student body, ensuring the program's inclusiveness. It should provide sufficient resources to support all faculty, trainers, and practitioners, as well as the administration, including through equitable remuneration, opportunities for attendance at international conferences, community engagement and research, as well as lifelong learning. Additionally, the program should allocate resources to support the professional development of students and trainees through academic advising, mentorship, career support, scholarships, fellowships and internships, and opportunities to attend international or regional conferences.

The program should allocate adequate resources to faculty, trainers, practitioners, administration, and students for various services, including healthcare, childcare, housing, and sports (when possible). It should also provide essential infrastructure, including accessible facilities such as office space, libraries, classrooms, and meeting spaces, along with necessary digital infrastructure and services. Additionally, the program should provide resources for digital literacy and competencies to equip faculty, trainers, students, and trainees with the skills needed to effectively leverage digital technologies.



Standard 8. Advancing Competitiveness, Collaboration, and Partnerships

Competitiveness, collaboration, and partnerships drive the continuous improvement of the program's curriculum, teaching, and learning methodologies.



There must be among the program faculty, trainers, administrators, students, and trainees a sense of common purpose, commitment to public service values, and a determination to advance competitiveness that drives the program to be the best and creates a desire to meet and exceed world-class standards of excellence. A program's excellence is evidenced by students' and trainees' satisfaction, participation, and engagement.

The program fosters collaboration in cocreating and coproducing multidisciplinary knowledge, research, training, and teaching within the academic and/or training institution to provide students and trainees with the best quality education. It encourages the learning and use of diverse languages.

Collaboration and partnerships with a wide range of actors and stakeholders, including academic institutions, associations, professional organizations, government leaders at all levels, the private sector, technology companies, civil society, international organizations, and Alumni Associations, are the hallmark of an outstanding program. These collaborations encompass peer-to-peer learning, peer-review mechanisms, networking, faculty and student exchange programs, internships, study abroad opportunities, and the exchange of innovative practices from around the world. By providing diverse, global perspectives, the program equips students and trainees with the knowledge and skills to effectively address local, regional, national, and transnational challenges in an ever-changing landscape.



Annex I – 2023-2024 UN DESA/IASIA Global Task Force Members

Co-Convenors

- Juwang Zhu, Co-Convenor of the Task Force and Director, Division for Public Institutions and Digital Government/United Nations Department of Economic and Social Affairs (DPIDG/UNDESA);
- Najat Zarrouk, Co-Convenor of the Task Force, Director of Development, Knowledge Management and ALGA of UCLG Africa, President of IASIA and CEPA Member (2010-2013; 2014-2017; 2021- 2025), Rabat, Morocco.

Task Force Chairperson

- The Late Allan Rosenbaum, Immediate Past President of ASPA, Former President of IASIA, Initiator of the first generation of the Standards of Excellence and of the new ones, Chairperson of ICAPA, Distinguished Professor, Florida International University (FIU), Miami, Florida, USA.

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- Gregory McGann, Division for Public Institutions and Digital Government/United Nations Department of Economic and Social Affairs (DPIDG/UNDESA);
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- Prabin Maharjan, Program Management Expert, United Nations Project Office on Governance, (UNPOG/DPIDG/UNDESA);
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Americas

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Asia and the Pacific

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- Wang Manchuan, Executive Vice President and Secretary-General, China Society of Administrative Reform (CSAR), China; IASIA Regional Vice-President for Asia;
- Tashi Pem, Chairperson, Royal Civil Service Commission, Bhutan;
- Pan Suk Kim, International Director, American Society for Public Administration (ASPA) and Member of the United Nations International Civil Service Commission.

Europe

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- Frank Naert, Professor, Department of Public Governance & Management, Belgium;
- Calin Hintea, Dean, College of Political, Administrative and Communication Sciences, Babes Bolyai University, Chair of the European Association for Public Administration Accreditation (EAPAA) Accreditation Committee, Romania.

Middle East

- Ra'ed BenShams President, International Institute of Administrative Sciences (IIAS);
- Mousa Abu Zaid, Chairman of the General Personnel Council (GPC) and BoM chairman of the Palestinian National School of Administration (PNSA) (Palestine), Vice-President of IASIA for the Middle East;
- Hamid Eltgani Ali, Dean of the School of Economics, Administration and Public Policy (SEAPP) Doha Institute for Graduate Studies, Qatar.



Annex II – 2023-2024 UN DESA/IASIA Global Task Force Review Process

The Global UN DESA/IASIA Task Force was set up in early 2023 when experts from around the world were invited to join the review of the 2008 Standards of Excellence for Public Administration Education and Training. A first meeting of the UN DESA/IASIA Global Task Force was held in April 2023 where Regional Chairpersons were selected. A second meeting of this group took place in June 2023 to strategize on how to disseminate the initiative among their networks to ensure inclusiveness and to reach the largest number of public administration academics and practitioners, as well as education and training institutions as possible. Consultations were also held in dedicated special events during major regional and global conferences. As of July 2024, 1,117 people had participated in this process with about 900 people in regional workshops. Almost 150 responses were provided to the online surveys. All relevant information related to the review process of the Standards of Excellence can be found [here](https://publicadministration.desa.un.org/un-desaiasia-review-and-upgrade-standards-excellence-public-administration-education-and-training). (<https://publicadministration.desa.un.org/un-desaiasia-review-and-upgrade-standards-excellence-public-administration-education-and-training>).

The table below summarizes the online/hybrid regional workshops that were held over the course of 2023 and 2024 and the milestones achieved by the UN DESA / IASIA Global Task Force and other public administration schools and networks of Africa, the Americas, Asia and the Pacific, Europe, and the Middle East.

October 2022 - January 2023	Identification of Task Force members and invitation to join the Task Force	
January 2023	Establishment of the UN DESA / IASIA Global Task Force on Excellence in Public Administration Education and Training	
January – February 2023	Preparation of relevant concept note, proposed roadmap, communications material, and timeline	
3 March 2023	Co-Convenors meeting to discuss Roadmap and Timeline	
March –April 2023	Preparation of communication material for the launch: <ul style="list-style-type: none"> - Finalization of the booklet - Preparation of one-pager flyer - Communication to UNPAN members regarding the initiative and social media campaign 	



	<ul style="list-style-type: none"> - Creation of a dedicated website page for the Review and Update process - Preparation of online survey in five languages 	
28 March 2023	Preparatory discussions of Task Force members attending the Committee of Experts in Public Administration	
18 April 2023 (online)	First meeting of the Task Force members	32
19 June 2023 (online)	Meeting of the Regional Chairpersons of the UN DESA/IASIA Task Force on Excellence in Public Administration Education and Training	7
July 2023	Call for online contributions on the Review and Update of the Standards of Excellence in Public Administration Education and Training	
31 July – 4 August 2023	Session organized in the context of the International Association of Schools and Institutes of Administration (IASIA) Annual Conference held in the Philippines themed “Building Better Futures of Governance towards Achieving the SDGs in a VUCA World” (Session in English)	170
13 September 2023 (online)	Regional Workshop Africa (session in English) Organized in collaboration with Kenya School of Government (KSA), African Local Government Academy (ALGA) of United Cities and Local Governments Association (UCLG Africa)	56
5 October 2023 (online)	Regional Workshop Europe (session in English) Organized in collaboration with the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPACEe)	115
3 November 2023	Regional Workshop Asia and the Pacific (session in English) Organized in collaboration with UN DESA/UNPOG and the	139



(online)	Eastern Regional Organization for Public Administration (EROPA).	
6 - 10 November 2023	Session organized in the context of the Annual Meeting of the African Public Sector Human Resource Managers Network (APSHRnet) held in Kenya (Session in English).	150
22 November 2023 (hybrid)	Africa (session in French) Regional Workshop on the Review of the Standards of Excellence for Public Administration Education and Training in the context of the 7 th edition of the African Forum of Territorial Managers and Training Institutes Targeting the Local Government (FAMI7_2023), Under the High Patronage of His Majesty King Mohammed VI, Morocco.	30
5 December 2023 (online)	Regional Workshop Americas (session in Spanish) Organized in collaboration with the Latin American Group of Public Administration (LAGPA/IIAS)	45
8 December 2023 (hybrid)	Regional Workshop Middle East (session in English) held in the context of the Middle East and North Africa Public Administration Research Network (MENAPAR) Annual Conference, 7-10 December, Egypt.	30
5 – 8 December 2023	Sessions organized in the context of the African Association for Public Administration and Management (AAPAM) Annual Conference, Zambia (Session in English)	20
23 January 2024 (online)	Regional Workshop Americas (Session in English)	31
20 February 2024	Americas (Session in Portuguese)	74



(online)		
2 July 2024	Workshop on the Importance of the Standards of Excellence in Public Administration Education and Training at the IASIA annual Conference, South Africa 1 – 5 July	67
July 2023 – July 2024	Completion of online surveys by relevant stakeholders	150
	Total Contributions	1,117



Annex III – 2024 UN DESA/IASIA Global Task Force Expert Group Meeting

An “Expert Group Meeting (EGM) of the UN DESA/IASIA Global Task Force: Towards New Standards of Excellence for Public Administration Education and Training” organized by UN DESA and IASIA was held at United Nations Headquarters, in New York, from 14 to 15 October 2024.

The objective of the EGM was to discuss and agree on new and updated Standards of Excellence for Public Administration Education and Training based on the contributions of over 1,117 experts from around the globe who met through various global and regional workshops, and an online survey that was administered in five languages.

The EGM was an in-person meeting that took place over two days. It was composed of an opening session, expert dialogues to review in-depth each Standard of Excellence, new proposals, and a closing session.

Regional Task Force Chairs of the UN DESA / IASIA Global Task Force presented the recommendations from the in-person and online regional meetings of the review and update the Standards of Excellence. Expert dialogues were held to harmonize the regional proposals and propose new and updated Standards. A session on the next steps and how to mainstream and disseminate the new Standards was held at the end of the EGM.

Information about the EGM of the UN DESA/IASIA Task Force Members on the Standards of Excellence on Public Administration Education and Training is available on the website of the UN DESA [Division for Public Institutions and Digital Government](#).

