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Online Global Launch of the

Standards of Excellence for Public Administration Education and Training

3 April 2025 | 8:00 a.m. – 10:00 .am (EST)

AGENDA

8:00 - 8:10	**Opening Remarks**
8:10 - 8:25	**Overview of the Review Process**
8:25 - 9:10	**Presentation of the Eight Standards of Excellence for Public Administration Education and Training**
9:10 - 9:20	**Indicators for the implementation of the Standards**
9:20 - 9:50	**Open Discussion on Approaches and Strategies to Mainstream the Standards**
9:50 - 10:00	**Closing Summary and Way Forward**

Opening Remarks

8:00 - 8:10

Mr. Juwang Zhu, Director, Division for Public Institutions and Digital Government, UN Department of Economic and Social Affairs

Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration; Director, African Local Government Academy (ALGA), UCLG Africa

Overview of the Review Process

8:10 - 8:25

Adriana Alberti, Chief, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government, UN Department of Economic and Social Affairs

Cristina Rodriguez-Acosta, Inter-regional Advisor, Division for Public Institutions and Digital Government, UN Department of Economic and Social Affairs

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AIEIA Association Internationale des Ecoles et Instituts d' Administration

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What are the Standards of Excellence?

- A set of criteria or benchmarks that define the highest level of quality and performance in education and training programs related to public administration.
- They 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.
- 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.

Why were the Standards reviewed and updated?

- The first set of Standards of Excellence were drafted and finalized in 2008.
- 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.
- The Standards were reviewed to mainstream the Sustainable Development Goals and reflect new developments in public administration.

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How were the Standards updated?

- 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 review was conducted through a global and regional consultative process, and took place between 2023 and 2024.
- 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.

In total,* 1,141 contributions *were received.

UN DESA/IASIA Global Task Force Members

Co-conveners:

- **Mr. Juwang Zhu**, Director of the Division for Public Institutions and Digital Government in UN DESA
- **Dr. Najat Zarrouk**, Director of Development and the African Local Governments Academy (ALGA) of United Cities and Local Governments of Africa (UCLG Africa), President of the International Association of Schools and Institutes of Administration (IASIA), and Member of the United Nations Committee of Experts on Public Administration (UN-CEPA)

Task Force chairperson:

- **The Late Prof. Allan Rosenbaum**, Immediate Past President of ASPA, Chairperson of ICAPA, Distinguished Professor, Florida International University (FIU), Miami, Florida, USA

Global:

- **Adriana Alberti**, Chief of the Programme Management and Capacity Development Unit, DPIDG, UN DESA
- **Cristina Rodriguez Acosta**, Interregional Advisor, DPIDG, UN DESA
- **Gregory McGann**, DPIDG/UN DESA
- **Head of Office**, UNPOG/DPIDG/UNDESA
- **Prabin Maharjan**, Program Management Expert, UNPOG/DPIDG/UNDESA
- **Cesar Geronimo Rojas Alfonzo**, Executive Secretary of IASIA, Brazil

UN DESA/IASIA Global Task Force Members

Regional Task Force

Americas

- **Angel Wright-Lanier**, Past NASPAA Executive Director, Network of Schools of Public Policy, Affairs, and Administration, USA
- **Leonardo Secchi**, Professor, Santa Catarina State University; Past IASIA Vice President for Latin America and the Caribbean; Past-President, Brazilian Society for Public Administration, Brazil
- **Devon Rowe**, Executive Director, Caribbean Centre for Development Administration (CARICAD) and CEPA Member, Jamaica
- **Conrado Ramos**, Director General, Latin American Center for Public Administration Development (CLAD)
- **Rachel Emas**, Associate Teaching Professor and Director of the Master of Arts in Environmental and Natural Resource Policy (MA-ENRP) at the Trachtenberg School at George Washington University, USA

Africa

- **Liezel Lues**, Professor, Department of Public Administration and Management, University of the Free State, South Africa
- **John-Mary Kauzya**, Professor at Stellenbosch University, School of Public Leadership, South Africa
- **Liza Van Jaarsveldt**, Associate professor at the University of South Africa, South Africa
- **Sofiane Sahraoui**, Director General, International Institute of Administrative Sciences (IIAS)

Asia and the Pacific

- **Alex Brillantes**, Jr., Secretary General, Eastern Regional Organization for Public Administration, Philippines
- **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

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UN DESA/IASIA Global Task Force Members

Regional Task Force

Europe

- **João Salis Gomes**, Chairperson of ICAPA-Steering Committee, Professor at ISCTE – Lisbon University Institute, Portugal
- **Rolf Alter**, Senior Fellow, HERTIE School of Governance; UN CEPA Member, Germany
- **Ludmila Gajdosova**, Executive Director, Network of Schools and Institutes of Public Administration of Central and Eastern Europe (NISPAcee), Bratislava, Slovakia
- **Frank Naert**, Professor, Department of Public Governance & Management, Ghent University, 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

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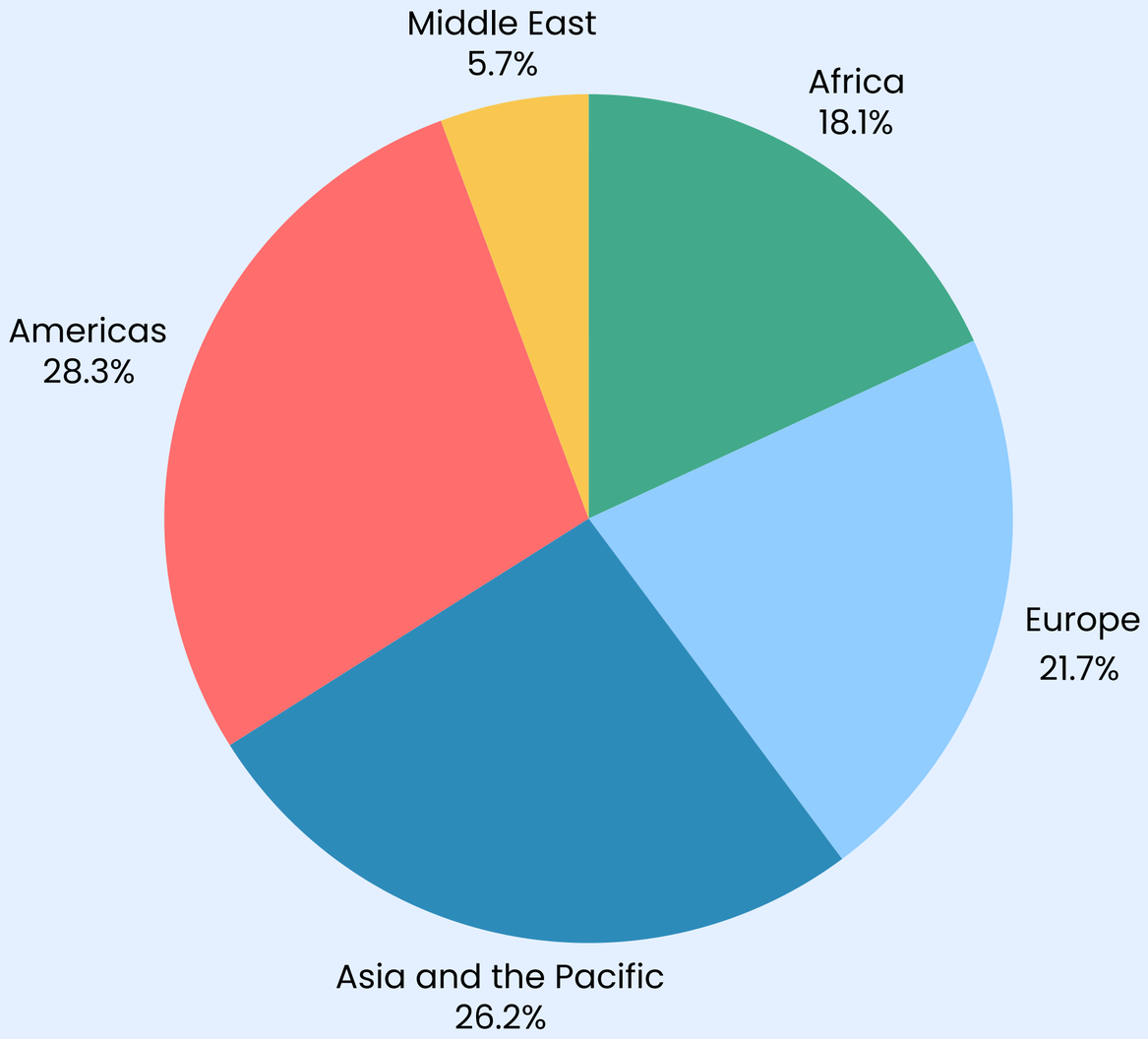
Inputs from Regional Workshops



*Eight online/hybrid Regional Workshops were held over the course of 2023 and 2024 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. Approximately **900 people** participated in the regional workshops.*

Example: Africa Regional Workshop on the Review of the Standards on 13 September 2023

Highlights of the Review Process

Jan 2023

Establishment of the UN DESA/IASIA Global Task Force

Apr 2023

First meeting of the Task Force members

Jun 2023

Meeting of the Regional Chairpersons

Jul 2023

Call for online survey contributions

Sep 2023 - Feb 2024

12 Global and Regional Workshops

Jul 2024

Completion of online surveys by 150 relevant stakeholders

Oct 2024

EGM of the UN DESA/IASIA Global Task Force

Dec 2024 - Jan 2025

Finalization of the New Standards & Review by Task Force Members

UN DESA/IASIA 2025 Standards of Excellence Webpage

Visit page:

https://publicadministration.desa.un.org/un-desaiasia-2025-standards-excellence-public-administration-education-and-training

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Who can apply the Standards and How?

- Any program worldwide can use the Standards for self-assessment and learning to enhance the quality of its education and training.
- ICAPA provides accreditation for those interested in advancing excellence in public administration education and training.

What is the impact of applying the Standards?

- Contributes to high-performing public and private institutions by ensuring the development of the highest quality public servants.
- More dynamic, tech-savvy, agile, and globally aware public servants and professionals in an ever-changing landscape.
- Contributes to the advancement of sustainable development.

Presentation on the Eight Standards of Excellence for Public Administration Education and Training

8:25 - 9:10

(5 minutes per Standard)

1 Commitment to Public Service Values

Speaker: Dr. John-Mary Kauzya, Professor at Stellenbosch University, School of Public Leadership, South Africa

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.

2 Inclusiveness, Openness & Diversity are at the Heart of the Program

Speaker: Dr. Liza Van Jaarsveldt,
Associate Professor at the University of South Africa, South Africa

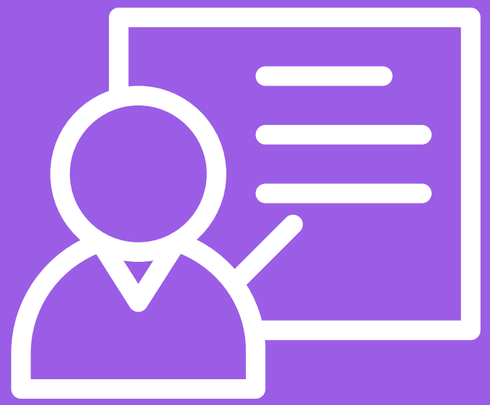
Inclusiveness, openness, and diversity are essential for preparing present and future leaders to serve diverse groups in society, especially those living in vulnerable situations, and to empower them to participate in policy decision-making that impacts their lives.

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.

3 Competent Faculty and Trainers are Central for Quality Education



Speaker: Dr. Alex Brillantes, Jr., Secretary General, Eastern Regional Organization for Public Administration, Philippines

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.

4 Engaged and Empowered Students and Trainees

Speaker: Dr. Liezel Lues, Professor, Department of Public Administration and Management, University of the Free State, South Africa

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.

5 Purposeful & Impactful Curriculum

Speaker: Dr. Ra'ed BenShams, President, International Institute of Administrative Sciences (IIAS)

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).

6 Theory, Practice & Community Engagement

Speaker: Dr. Leonardo Secchi, Professor, Santa Catarina State University, Brazil

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.

7 Adequate and Sustainable Resources

Speaker: Cristina A. Rodriguez-Acosta, Inter-regional Advisor, DPIDG/UN DESA

Adequate and sustainable resources 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.

8 Advancing Competitiveness, Collaboration and Partnerships

Speaker: Dr. Frank Naert, Professor, Department of Public Governance & Management, Ghent University, Belgium

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.

Indicators for the implementation of the Standards

9:10 - 9:20

Dr. Sofiane Sahraoui, Director General, International Institute of Administrative Sciences (IIAS)

Measuring Excellence in Public Administration Education & Training

Indicators for the UNDESA/IASIA Standards (2025)

Sofiane Sahraoui, Director General
IASIA/IIAS

ICAPA
INTERNATIONAL COMMISION ON ACCREDITATION OF PUBLIC ADMINISTRATION

April. 3, 2025

Standard 1 – Commitment to Public Service Values

- **Indicators:**
- ✅ **100% of faculty** trained annually on ethics/accountability.
- ✅ **1+ institutional policy** aligned with anti-corruption frameworks.
- ✅ **80% student participation** in civic engagement projects.

Standard 2 – Inclusiveness & Diversity

- **Indicators:**
- ✅ **30%+ students** from underrepresented groups.
- ✅ **100% compliance** with digital accessibility standards
- ✅ **20%+ courses** addressing gender equality or cultural inclusion.

Standard 3 – Competent Faculty Indicators:

- ✅ **70%+ faculty** with public sector experience.
- ✅ **5+ policy briefs** produced annually by faculty.
- ✅ **2+ faculty members** in international governance networks.

Standard 4 – Engaged Students

- **Indicators:**
- ✅ **90%+ students** in internships or community projects.
- ✅ **1 student council** with direct feedback channels.
- ✅ **4+ student-led SDG initiatives** per year.

Standard 5 – SDG-Aligned Curriculum

Indicators:

- ✅ **50%+ courses** linked to SDG targets.
- ✅ **10+ case studies** on AI governance/climate action.
- ✅ **100% proficiency** in digital tools (e.g., data analytics).

Standard 6 – Community Engagement

Indicators:

- ✅ **5+ partnerships** with local governments/NGOs.
- ✅ **40%+ students** in participatory budgeting projects.
  Visual: Map showing community partnership locations.

Standard 7 – Sustainable Resources

Indicators

- ✅ **3+ funding sources** (government, private, grants).
- ✅ **15% budget allocation** to digital infrastructure.
- ✅ **1:20 student-faculty ratio**.

Standard 8 – Global Partnerships

Indicators:

- ✅ **3+ international exchange programs.**
- ✅ **85% employer satisfaction** with graduate skills

Measurement Tools

Quantitative:

- Enrollment reports, funding audits, SDG mapping.

Qualitative:

- Stakeholder surveys, focus groups, case studies.

Holistic Measurement Approach

Key Points:

- ❌ **Not Criterion-Based:** The standards are not a rigid "tick-box" exercise.
- ✅ **Holistic Integration:** Excellence emerges from the **synergies** between standards (e.g., faculty competence + student engagement + SDG alignment).
- 🌍 **Adaptive & Contextual:** Measurement considers:
  - **Cultural relevance**: Local governance challenges vs. global best practices.
  - **Systems thinking**: How resources, partnerships, and curriculum interact.
  - **Long-term impact**: Graduates' contributions to equity, sustainability, and public trust over time.

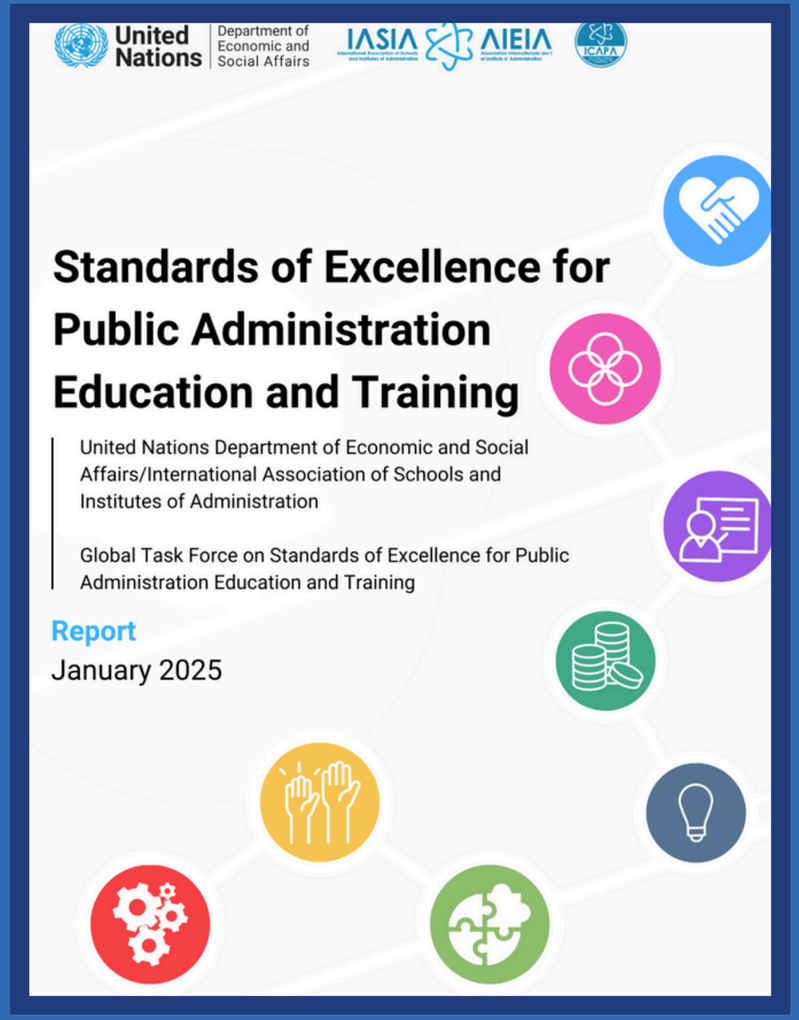
Open Discussion

9:20 - 9:50

Approaches and Strategies to Mainstream the Standards into the training material of schools and institutes of public administration education and training curricula

Moderator: Dr. Frank Naert, Professor, Department of Public Governance & Management, Ghent University, Belgium

Key Insights & Takeaways from Discussions: Dr. Hamid Eltgani Ali, Dean of the School of Economics, Administration and Public Policy (SEAPP) Doha Institute for Graduate Studies, Qatar



Closing Remarks

9:50 - 10:00

Adriana Alberti, Chief, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government, UN Department of Economic and Social Affairs

Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration; Director, African Local Government Academy (ALGA), UCLG Africa

Group Photo

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Danke Asante شكراً Gracias

ধন্যবাদ Thank you 谢谢

Obrigado Merci Спасибо धन्यवाद

شكريه ありがとう Terima kasih