



**United  
Nations**

Department of  
Economic and  
Social Affairs



# **Informational Booklet** on the Work of the UN DESA/IASIA 2023 Task Force on Excellence in Public Administration Education and Training

**2023 - 2024**

## United Nations Department of Economic and Social Affairs

The Department of Economic and Social Affairs of the United Nations Secretariat 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 Member States 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 programs at the country level and, through technical assistance, helps build national capacities. [DPIDG](#) is a division of the United Nations Department of Economic and Social Affairs (UN DESA). It provides secretariat support to the United Nations Programme in Public Administration. DPIDG's mission is to assist the Member States of the United Nations in advancing the implementation of the 2030 Agenda and the Sustainable Development Goals, including through fostering effective, efficient, transparent, accountable, inclusive, and innovative public governance, administration, and services for sustainable development. The United Nations Project Office on Governance ([UNPOG](#)) is part of UN DESA/DPIDG. Its principal mission is to strengthen the public governance capacities of developing Member States in Asia, the Pacific, and beyond to achieve the 2030 Agenda for Sustainable Development.

## International Association of Schools and Institutes of Administration (IASIA)

[IASIA](#) is an entity of the International Institute of Administrative Sciences (IIAS) but has its own governance: its own Network (Members who are Schools, Institutes and Universities of Administration, its General Assembly, and Board of Management (BoM)). It shares with IIAS the Secretariat. The IASIA is influencing the global governance agenda through high impact events targeting and involving both public service and academia; production and dissemination of relevant knowledge on public administration, public governance and public service; enabling collaborative and strategic projects with members and partners; and accrediting both academic and professional training programs in line with standards of best practices in public management. At its 2012 annual conference, IASIA decided to initiate a world-wide program of accrediting public administration education and training programs, and established in 2013 a stand alone body for accreditation and quality assurance, namely the International Commission on the Accreditation of Public Administration and Training Programs (ICAPA) who benefited from the support of UN-DESA to design and disseminate the Standards of excellence in the framework of a joint UN-DESA/IASIA Task Force established in 2005 while the Standards were issued in 2008<sup>1</sup>.

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<sup>1</sup> United Nations & IASIA.IIAS : In Quest of Excellence, Approaches to Enhancing the Quality of Public Administration Education and Training, edited by Allan Rosenbaum, 2015.

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## List of Abbreviations & Acronyms

ALGA: African Local Government Academy

ASPA: American Society for Public Administration

BIPA: Bahrain Institute of Public Administration

CARICAD: Caribbean Centre for Development Administration

CEPA: Committee of Experts on Public Administration

CLAD: Latin American Center for Public Administration Development

CSAR: China Society of Administrative Reform

DPADM: Division of Public Administration and Development Management

DPIDG: Division for Public Institutions and Digital Government

EAPAA: European Association for Public Administration Accreditation

EGM: Expert Group Meeting

EROPA: Eastern Regional Organization for Public Administration

FIU: Florida International University

IASIA: International Association of Schools and Institutes of Administration

ICAPA: International Commission on the Accreditation of Public Administration and Training

IIAS: International Institute of Administrative Sciences

NASPAA: Network of Schools of Public Policy, Affairs, and Administration

NISPACee: Network of Schools and Institutes of Public Administration of Central and Eastern Europe

PMCDU: Program Management and Capacity Development Unit

PNSA: Palestinian National School of Administration

SBAP: Brazilian Society for Public Administration – Sociedade Brasileira de Administração Pública

SDGs: Sustainable Development Goals

SEAPP: School of Economics, Administration and Public Policy (Qatar)

SoE: Standards of Excellence in Public Administration Education and Training

UCLG Africa: United Cities and Local Governments of Africa

UN DESA: United Nations Department of Economic and Social Affairs

UNPAN: United Nations Public Administration Network

UNPOG: United Nations Project Office on Governance

# Background



## 1. Background

### 1.1. Overview of the 2008 Standards of Excellence for Public Administration Education and Training

The development of the Standards of Excellence for Public administration Education and Training was the result of a joint initiative between the Division of Public Administration and Development Management (DPADM) (currently Division for Public Institutions and Digital Government), Department of Economic and Social Affairs (DESA) of the United Nations (UN) and the International Association of Schools and Institutes of Administration (IASIA). A joint [UN DESA/IASIA Task Force](#) was set up in 2005 and the Standards were issued in 2008.

### 1.2. What was the purpose for establishing the Standards of Excellence in 2008?

The UN DESA/IASIA initiative was premised on the belief that public administration education and training programs must be conceived and implemented to make current and future public sector leaders capable of effectively addressing the key issues facing the world today. “The Task Force was established as the UN had received inquiries from public administration education and training programs in many parts of the world about whether it might initiate a process for accrediting such programs as a means of enhancing excellence. Second, it had received several inquiries from governments around the world regarding the issue of enhancing senior governmental leadership and it felt that, for upper-level officials, the broader perspective of a worldwide academic organization could be of special value”.

**The purpose of the joint initiative was to provide a set of standards that could be used by schools of public administration and institutes of public management to assess the quality of public administration and training as well as provide aspirational goals for such programs.**

A **set of criteria and guidelines** were also developed on how to evaluate the implementation of the Standards. To this end, IASIA established the International [Commission on Accreditation of Public Administration Education and Training \(ICAPA\)](#). ICAPA provides full international accreditation based on the conformance of the Institute and/or the program with the United Nations/IASIA Standards of Excellence for Public Administration Education and Training Programs.

### 1.3. What are the 2008 Standards of Excellence?

The UN DESA/IASIA Task Force elaborated eight (8) Standards of excellence, which include:

- (1) Public service commitment;
- (2) Advocacy of public interest values;
- (3) Combining scholarship, practice and community service;



- (4) The faculty are central;
- (5) Inclusiveness is at the heart of the program;
- (6) A Curriculum that is purposeful and responsive;
- (7) Adequate Resources are critical;
- (8) Balancing collaboration and competition.

The Task Force believed that standards of excellence for public administration education and training should facilitate organizations in the public sector to be high performing through providing them with the highest quality of public servants. In order that public administration education and training institutions can best do this, the Task Force suggested the following:

### **1. Public Service Commitment:**

The faculty and administration of the program are defined by their fundamental commitment to public service. They are in all of their activities (teaching, training, research, technical assistance and other service activities) at all times absolutely committed to the advancement of the public interest and the building of democratic institutions. This is true within all facets of the program including internal organizational arrangements as well as programmatic activities at local, regional, national and international levels.

### **2. Advocacy of Public Interest Values:**

The program's faculty and administration reflect their commitment to the advancement of public service by both their advocacy for, and their efforts to create, a culture of participation, commitment, responsiveness and accountability in all of those organizations and institutions with which they come into contact. In so doing, both by pedagogy and example, they prepare students and trainees to provide the highest quality of public service.

### **3. Combining Scholarship, Practice and Community Service:**

Because public administration is an applied science, the faculty and administration of the program are committed to the integration of theory and practice and as such the program draws upon knowledge and understanding generated both by the highest quality of research and the most outstanding practical experience. Consequently, the faculty, administration and students of the program are actively engaged through its teaching, training, research and service activities with all of their stake holder communities from the smallest village or city neighborhood to the global community at large.

### **4. The Faculty are Central:**

The commitment and quality of the faculty (and/or trainers) is central to the achievement of program goals in all areas of activities. Consequently, there must be, especially in degree granting programs, a full time core faculty committed to the highest standards of teaching, training and research and possessing the authority and responsibility appropriate to accepted standards of faculty program governance. This faculty must be paid at a level that allows them to devote the totality of their professional activities to the achievements of the goals and purposes of the program and must be available in adequate numbers consistent with the mission of the program. In that regard, a ratio of 1 faculty member per 20 graduate level students and at least 4 full time faculty would represent typical minimum requirements. Faculty teaching responsibilities should not be greater than two academic courses (or their equivalent in a training institution) at any time in the calendar year in order to allow for necessary involvement in research, training, service and technical assistance activities.

#### **5. Inclusiveness is at the Heart of the Program:**

A critical element in the achievement of excellence in public administration education and training is an unwavering commitment on the part of faculty and administration to diversity of ideas and of participation. The people who participate in programs, including students, trainees, trainers, administrators and faculty, should come from all the different racial, ethnic, and demographic communities of the society. The ideas, concepts, theories and practices addressed in the program should represent a broad variety of intellectual interests and approaches. Inclusiveness in terms of individual involvement (including sensitivity to issues of ethnicity, nationality, race, gender orientation and accessibility to all) within a program serves also to encourage inclusiveness in terms of ideas. Both forms of inclusiveness, intellectual and participatory, are the hallmarks of excellent programs.

#### **6. A Curriculum that is Purposeful and Responsive:**

A principal goal of public administration education and training is the development of public administrators who will make strong, positive contributions to the public service generally and, in particular, to the organizations they join, or to which they return. This requires public administration education and training programs to have coherent missions which drive program organization and curriculum development. In addition, it is critical that those who educate and train public administrators communicate and work with and, as appropriate, be responsive to the organizations for which they are preparing students and trainees. It also requires that the student and/or trainee be inculcated with a commitment to making a difference and that their education and training prepare them to effectively communicate (both verbally and in writing) with those with whom they work.

#### **7. Adequate Resources are Critical:**

An important prerequisite to creating a program of excellence in public administration education and training is the availability of adequate resources. Many different kinds of resources are required including facilities, technology, library resources and student services (in terms of assistance with meeting such basic needs as housing, health care, etc.). The availability of these resources is obviously a function of the availability of adequate financial resources. Those financial resources must be such as to sustain full time faculty and/or trainers, provide needed assistance to students and faculty (such as funding to participate in international conferences, etc) and insure the availability of adequate classroom, research, training and meeting space as well as individual offices for each faculty member and as needed for students.

### **8. Balancing Collaboration and Competition:**

Finally, and most importantly, there must be among the program faculty, trainers, administrators and students or trainees a sense of common purpose and mission deriving from the program's commitment to the advancing of the public interest. There must also be a sense of determination, indeed even competitiveness, that drives the program to be the best and creates a desire to meet and exceed world class standards of excellence.

In order to assess the achievement of these standards of excellence it was necessary to have appropriate criteria against which to measure program progress. The criteria for assessing standards presented below were discussed within the Task Force and with other colleagues at the several open meetings organized by the Task Force during international conferences.

### **Main Categories of Criteria for Measuring Standards of Excellence**

The criteria for measuring standards are divided into various categories. This categorization can be debated, and certainly other groupings are possible and defensible. However, after the inspection of several sets of criteria and/or standards used in international evaluation and accreditation, it was concluded that one could divide criteria for measuring standards into two groups: the first being those concerned with the organizational nature and characteristics of the institution providing programs and the second being those criteria that relate to the actual program being delivered by the institution. Therefore, we distinguish:

A. Institutional criterion

B. Program-related criterion which can be subdivided into four subcategories:

- B1 Program development and review;
- B2 Program content;
- B3 Program management;
- B4 Program performance.

#### 1.4. Who was part of the UN DESA/IASIA 2008 Task Force?

The joint UN DESA/IASIA Task Force was composed of 14 members Task Force Members, which included experts and practitioners from schools and associations of public administration, and representatives of international and regional organizations from across the world. The members were selected by the former Director of DPIDG and the IASIA President. Due consideration was given to geographical and gender balance<sup>2</sup>.



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<sup>2</sup> List of the 14 members in the Annex VII.

# Rationale



## 2. Rationale

### 2.1. Why should the Standards of Excellence be reviewed and updated?

The Standards of Excellence were finalized in 2008 almost 15 years ago. While the Standards are still relevant today, they do not refer to recent inter-governmental agreements and to the insights from the work undertaken by UN DESA/DPIDG and IASIA in the area of education and training.

It is important to keep in mind that the standards of excellence created by UN DESA/IASIA have a broader purpose than just accreditation. For example, the government of Finland's aid agency used them to improve the quality of public administration, education, and training in different parts of the world. For many countries, such as Namibia, and many universities and institutes, such as the University of Pretoria, the standards of excellence have been used for the development of their own programs and upgrading their quality, even though they have not gone through the accreditation. Moreover, in countries like India and China, the standards have been used for self-assessment and development purposes, even though the programs in those countries could not meet all of the standards.

The Task force activities also included several events at conferences worldwide, such as listening sessions, with close to 1,500 people participating in the process. The capacity development process necessitated viewing institutions responsible for training public servants and other public services in general as a vital instrument for promoting standards of excellence in public administration, education, and training in the context of imperfect governments.

The Committee of Experts on Public Administration(CEPA) is aware of the danger of standardization when it comes to promoting innovation and transformation. The 2030 Agenda aims for transformation, and standardization can hinder innovation. As such, there is a need to strike a balance between standardization and flexibility. To this end, the Committee of Experts crafted a set of principles that were then analyzed, discussed, and propagated in workshops conducted in various countries. The process was ultimately successful due to the champions who drove the process and hosted the workshops. They are the ones who are responsible for the success of this process.

Especially in Africa, Central and Eastern Europe and Latin America, the collaboration between IASIA and ICAPA was very beneficial. It resulted in the development of quality training and research in Central Eastern European countries and excellence in teaching public administration around the world. It would be essential to focus on the utilization of the standards, not just on the revision of existing standards, in order for the standards to be as effective as possible. Close collaboration between relevant associations should also be promoted to utilize these standards better.

The initiative will build on this first experience and its undisputable achievements to meet the requirements and challenges of the context in which we are currently in as schools and institutes for administration, particularly the global agenda for sustainable development, the principles of effective governance, the impact of the pandemic of the COVID-19, the Digital Transformation, and the challenge and issues that the schools and institute for administration are facing today, and, above all, to make sure that our services are meeting citizens and stakeholders priorities, and needs.

The ever important and essential role of government in establishing boundaries and setting the rules of society call upon public administration professionals in the field to provide guidance to schools, programs, and individuals working or teaching in public administration. The revision of the standards of excellence is especially valuable in terms of providing aspirational goals and standards for programs in the fields throughout the world, and particularly programs that are in countries where the quality of governance is not as strong as it might be in other places. Governments have shown themselves, historically, to be the societal drivers of much of the economic innovation in society. It is the government that facilitates the effectiveness of all other institutions in society.

Governance at all levels must be fit for the conditions and challenges of our times and our future. Institutions have to be able to address shortfalls in SDG achievement, to deal with uncertainties and rapid change including new technologies, to build more resilient societies, and to address inequalities and vulnerabilities. In this period of doubt, uncertainties, and division, governance also has the imperative of generating trust and strengthening social contracts. Governments, citizens, civil society, and other actors joined forces to design and implement effective and innovative practices to enhance governance during the pandemic and these need to inform changes going forward.

Thus, in working on the standards of excellence for education and training, the initiative is seen as an opportunity to work on issues and topics that will profoundly affect the world. The revision and upgrade of the standards of excellence represents a real opportunity to profoundly affect the world for good.

The importance of competencies and of changing mindsets to achieve the SDGs was also recognized as a relevant aspect to take into account when reviewing and updating the SoE. In that sense, understanding and supporting competencies frameworks for SDGs implementation is an essential task for schools and institutes of administration. SDG 16 calls for strong institutions and mindsets that promote effectiveness, inclusiveness, and accountability. The global education community was reassured with the SDG 4, which calls for the international community to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. There are competencies that must be taught and promoted to achieve the SDGs. But, values, beliefs, attitudes, behaviors, are issues that have not been given, perhaps, the proper relevance in the curricula of schools of public administration. The quality of public administration training for the achievement of the SDGs will greatly depend on whether training

on mindsets, and especially an innovative mindset is pursued. The implementation of the 2030 Agenda is not about incremental improvements, it is about transformational change, including of the public sector. The [UN DESA publication on changing mindsets](#) contains a competency framework for the SDGs.



Revising the SoE will allow for the introduction of topics and concerns that were not present when the initial effort was completed 15 years ago, including the Agenda 2030, the Sustainable Development Goals (SDGs), the Principles of Effective Governance, and the Curriculum on Governance for the SDGs.

## 2.2. Aligning the Standards of Excellence to the principles of the 2030 Agenda for Sustainable Development and Goal 16

The Standards were issued several years before the 2030 Agenda for Sustainable Development was adopted by 193 United Nations Member States. The 2030 Agenda for Sustainable Development recognizes the importance of ensuring inclusive and equitable quality education and promote 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.

To make institutions effective, accountable, and inclusive, as elaborated in SDG 16, public administration systems must define new or updated standards of excellence for public administration education and training that can advance the principles of the 2030 Agenda across



public service and ensure that they are put into practice. The 2030 Agenda for Sustainable Development recognizes the need to build peaceful, just, and inclusive societies that are based on respect for human rights, effective rule of law and good governance at all levels.

The SDGs are a blueprint to achieve a better and more sustainable future for all. They address the most pressing global challenges, including poverty, inequality, climate change, environmental degradation, peace and justice. Institutions play a critical role in the achievement of all the SDGs and their targets. SDG 16 is not just a stand-alone goal but crucial for achieving the entire 2030 Agenda, its 17 SDGs and key principles such as leaving no one behind. The SDGs are also supported and sustained by other global agendas, namely the Climate change agenda, the New Urban agenda and the Sendai framework for disaster risk reduction.

The guiding principles of the 2030 Agenda are as follows:

- People: End poverty and hunger, in all their forms and dimensions.
- Planet: Protect the planet from degradation, including through sustainable consumption and production, sustainably managing natural resources and taking urgent action on climate change.
- Prosperity: Ensure that all human beings can enjoy prosperous and fulfilling lives.
- Peace: Foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.
- Partnership: Mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development.

Goal 16 of the 2030 Agenda plays a critical role as an enabler of change for all other goals. The following targets of Goal 16 are critical to public sector transformation:

16.6: Develop effective, accountable and transparent institutions at all levels

16.7: Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8: Broaden and strengthen the participation of developing countries in the institutions of global governance

16.10: Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

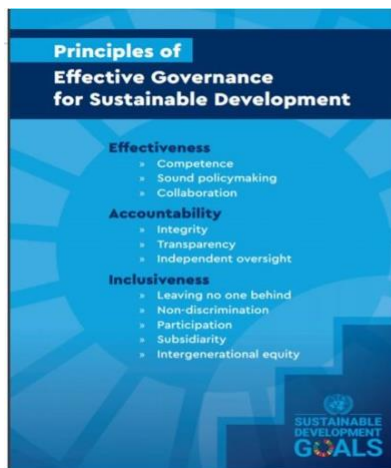
“Our Common Agenda”, which contains 12 commitments, was issued in 2021 by the UN Secretary-General, Antonio Guterres. It places emphasis on the importance of improving people’s experiences with public institutions and basic services as part of building trust in government. Putting people first in the digital world is also of paramount importance.

### **2.3. Reflecting the 11 principles of effective governance for sustainable development in the Standards of Excellence**

The Standards of Excellence must also reflect the 11 principles of effective governance for sustainable development, which were developed by the Committee of Experts on Public Administration (CEPA) and endorsed by the Economic and Social Council on 2 July 2018. The

essential elements of effectiveness, accountability and inclusiveness of SDG 16 are also at the core of the Principles of Effective Governance for Sustainable Development. The principles provide a baseline for future policy and practice and encourage the study of more specific issues in public administration. Every principle is associated with a subset of indicators derived from the SDGs as well as a number of commonly used strategies, 62 in total. They can provide practical, expert guidance in a broad range of governance challenges associated with the implementation of the 2030 Agenda for Sustainable Development.

The 11 principles of effective governance for sustainable development aim to provide practical, expert guidance to interested countries on a broad range of governance challenges associated with the implementation of the 2030 Agenda for Sustainable Development. They highlight the need for pragmatic and ongoing improvements in national and local governance capabilities to reach the SDGs. The principles are linked to 62 commonly used strategies for operationalizing responsive and effective governance, many of which have been recognized and endorsed over the years in various UN forums, resolutions and treaties.



EFFECTIVENESS			ACCOUNTABILITY		
<b>COMPETENCE</b> --Promotion of a professional public sector workforce --Strategic human resources management --Leadership development, training of civil servants --Performance management --Results-based management --Financial management and control --Efficient and fair revenue administration --Investment in e-government	<b>SOUND POLICY-MAKING</b> --Strategic planning and foresight --Regulatory impact analysis --Promotion of coherent policymaking --Strengthening national statistical systems --Monitoring & evaluation systems --Science-policy interface --Risk management frameworks --Data sharing	<b>COLLABORATION</b> --Centre of government coordination under Head of State / Government --Collaboration, coordination, integration, dialogue across levels of government, functional areas --Raising awareness on SDGs --Network-based governance --Multi-stakeholder partnerships	<b>ACCOUNTABILITY</b> --Promotion of anti-corruption policies, practices and bodies --Codes of conduct for public officials --Competitive public procurement --Elimination of bribery, influence trading --Conflict of interest policies --Whistle-blower protection --Provision of adequate remuneration and equitable pay scales for public servants	<b>TRANSPARENCY</b> --Proactive disclosure of information --Budget transparency --Open government data --Registries of beneficial ownership --Lobby registries	<b>INDEPENDENT OVERSIGHT</b> --Promotion of the independence of regulatory agencies --Arrangements for review of administrative decisions by courts or other bodies --Independent audit --Respect for legality
INCLUSIVENESS					
<b>LEAVING NO ONE BEHIND</b> --Promotion of equitable fiscal and monetary policy --Promotion of social equity --Data disaggregation --Systematic follow-up and review	<b>NON-DISCRIMINATION</b> --Promotion of public sector workforce diversity --Prohibition of discrimination in public service delivery --Multilingual service delivery --Accessibility standards --Cultural audit of institutions --Universal birth registration --Gender-responsive budgeting	<b>PARTICIPATION</b> --Free and fair elections --Regulatory process of public consultation --Multi-stakeholder forums --Participatory budgeting --Community-driven development	<b>SUBSIDIARITY</b> --Fiscal federalism --Strengthening urban governance --Strengthening municipal finance and local finance systems --Enhancement of local capacity for prevention, adaptation and mitigation of external shocks	<b>INTERGENERATIONAL EQUITY</b> --Multilevel governance --Sustainable development impact assessment --Long-term public debt management --Long-term territorial planning and spatial development --Ecosystem management	

### How can the principles be operationalized?

The CEPA has developed a wide range of commonly used strategies for operationalization of the 11 principles. DESA/DPIDG has been working with global experts to prepare guidance notes and provide content to the strategies to support full implementation of the principles and the 2030 Agenda. The notes include information on how a government can both assess its current status and measure progress in applying the strategy to national policymaking processes and implement the 2030 Agenda. All the notes have recent case studies and good practices to advance the principles with practical and illustrative guides.

One of the principles of effective governance is **competence**. A competent and effective public service with well-motivated and professional public servants is at the center of success in implementing government policies and programs related to the 2030 Agenda and the SDGs, including in delivering services to those left furthest behind. Without a dedicated effort to help governments mobilize and develop the knowledge and capacities of public servants at all levels, progress on the SDGs may be undermined. The use of digital technologies in education and training, which was accelerated by the Covid-19 pandemic, also needs to be reflected, and considered, by the Standards of excellence.

The development of human resources, as recalled by Resolution A/RES/72/235 adopted (without a vote) by the General Assembly of the United Nations, on December 20, 2017, reaffirmed by the Resolution A/77/447/Add.4, par. 8 adopted on 14 December 2022, is not only the keystone of economic, social, and environmental development, and health and education are at the heart of this process, but such a development of human resources is also an essential element of the action taken to achieve the agreed development goals at the international level, including the Sustainable Development Goals, and to provide more opportunities, especially for the most vulnerable groups.

More information on the principles of effective governance and the CEPA Strategy Guidance Notes can be found [here](#).

#### 2.4. Raising awareness of the Curriculum on Governance for the SDGs across schools of public administration

Working closely with schools of public administration, institutes of public management and universities, who are responsible for training public servants, is critical to mainstreaming the SDGs into their curricula. To this end, UN DESA/DPIDG launched in 2018 a Global Initiative on Building Capacities of Public Servants for the Sustainable Development Goals (SDGs) Implementation, which aims at developing the capacities of governments and public servants (in terms of knowledge, skills, attitude, leadership competencies, and mindsets) to support the implementation of the SDGs. DPIDG also published the first publication ever issued on [how to change mindsets in public institutions to realize the 2030 Agenda for Sustainable Development](#).

In 2021, UN DESA/DPIDG further developed, together with over 50 partners, including schools of public administration and experts, a [Curriculum on Governance for Sustainable Development](#). The Curriculum Training of Trainers Toolkits, which address the 11 Principles of Effective Governance, offer a holistic and integrated framework for capacity development in the area of governance and public institutions. The Curriculum aims to promote the 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.

The Curriculum on Governance is a comprehensive set of Training of Trainers Capacity Development Toolkits, which contain ready-to-use and customizable training material on key governance dimensions needed to advance the implementation of the SDGs. It provides methodologies and approaches to advance knowledge and assists governments in developing capacities at the individual, organizational, and institutional/societal levels, to drive the transformational change needed to implement the 2030 Agenda. The review of the Standards of excellence, working closely with IASIA, is an opportunity to raise awareness of the above issues.

**The Curriculum is composed of the following:**

- A set of Training of Trainers Capacity Development Toolkits for 5-day face to face capacity development workshops. The trainings can be longer or shorter in duration, depending on countries' needs;
- Online Courses on key governance issues to implement the SDGs;
- Facilitated Online Training and Capacity Development Workshops;
- Customized Online and Offline Capacity Development Workshops upon request of Member States;
- Offering a Certificate of Attendance upon successful completion;
- Global Community of Practice on key governance issues;
- Hosted on UNPAN for networking and online exchange of knowledge.

By facilitating training of trainers, the Curriculum can help equip public servants with the knowledge and capacities to implement the SDGs effectively. The Curriculum's training material can be used to run face-to-face and online training workshops at national and local government levels. The toolkits are inter-related, and modules from one toolkit can be used in combination with modules from other toolkits to suit specific countries' needs. More than 48 partnerships were established for internal and external review of the toolkits and over 1,000 participants took part in the online training workshop to pilot the toolkits with 94% of positive feedback. The learning outcomes of the training toolkits are usually designed around the often-expressed challenges of strengthening national to local government coordination and institutional effectiveness for the SDGs.

The Curriculum Toolkits address the Eleven Principles of Effective Governance. The Curriculum on Governance for the Sustainable Development Goals aims to provide a holistic and integrated

framework for capacity development in the area of governance and public institutions. It 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.

For more information, please click [here](#).



The screenshot displays the United Nations Public Administration Network website. The header includes the United Nations logo, the text 'United Nations Public Administration Network', and a search bar. Below the header is a navigation menu with links for Home, UNPAN Resources by Region, SDG16 Knowledge Hub, Capacity Development, Communities of Practice, News & Events, and A-Z Site Index. The main content area features the title 'Curriculum on Governance for the Sustainable Development Goals' and a brief description: 'The Curriculum on Governance for the Sustainable Development Goals 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. Read more ...'. Below the text are three images: a globe, a group of people in a meeting, and a group of people in a classroom setting.

# Purpose of the UN DESA / IASIA Task Force on Excellence in Public Administration and Training

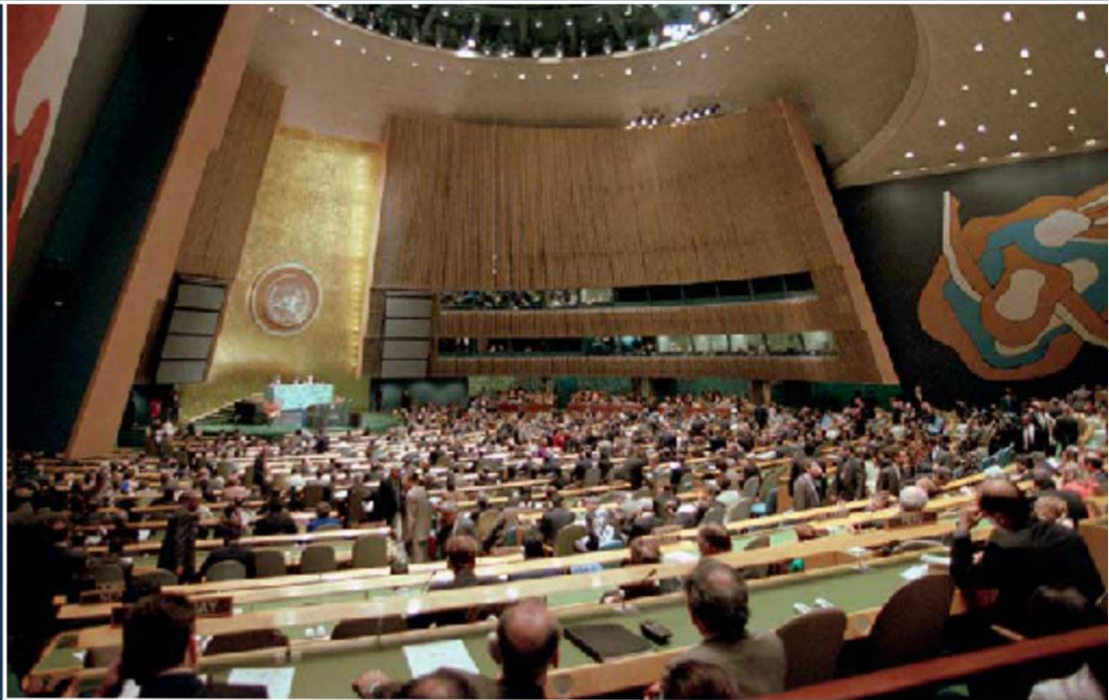


### 3. What is the Purpose of the UN DESA/IASIA Task Force on Excellence in Public Administration and Training?

The purpose of the UN DESA/IASIA Task Force is to review, expand and update as needed the 8 Standards of Excellence as listed under section 2.2. through a consultative process involving as many stakeholders as possible over the course of 2023 and 2024. The Task Force will also review the criteria to evaluate the implementation of the standards of excellence outlined in section 2.2.



# 2023 Task Force Members





## 4. Task Force Members

### 4.1. List of 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 (2010-2017; 2021-2025), Rabat, Morocco

#### Task Force Chairperson

- The Late Allan Rosenbaum, Immediate Past President of ASPA, Chairperson of ICAPA, Distinguished Professor, Florida International University (FIU), Miami, Florida, USA. Email: Rosenbau@fiu.edu

#### Global

- Adriana Alberti, Chief, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government/United Nations Department of Economic and Social Affairs (DPIDG/UNDESA)
- Cristina Rodriguez-Acosta, Inter-regional advisor, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government/United Nations Department of Economic and Social Affairs (DPIDG/UNDESA)
- Hyeyoung Kim, Head of Office, United Nations Project Office on Governance (UNPOG)
- Prabin Maharjan, Program Management Expert, United Nations Project Office on Governance (UNPOG/DPIDG/UNDESA).
- Cesar Geronimo Rojas Alfonso, Executive Secretary of IASIA, Brazil.

#### Americas

- Leonardo Secchi, Leonardo Secchi, Professor, Santa Catarina State University; 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

- Angel Wright-Lanier, Past NASPAA Executive Director, Network of Schools of Public Policy, Affairs, and Administration, 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 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.

### **Europe**

- Joao 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, Bratislava, Slovakia
- Frank Naert, Professor, Department of Public Governance & Management, Belgium
- Calin Hintea, Dean, College of Political, Administrative and Communication Sciences, Babes Bolyai University, Romania. Chair EAPAA Accreditation Committee

### **Middle East**

- Ra'ed BenShams President, International Institute of Administrative Sciences (IIAS)
- Hamid Eltgani Ali, Dean of the School of Economics, Administration and Public Policy (SEAPP) Doha Institute for Graduate Studies, Qatar
- 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

#### 4.2. Role of Taskforce members:

- Taskforce Co-conveners
  - Provide overall leadership for the UN DESA/IASIA Taskforce group.
  - Take part in the various events and coordination meetings.
- Taskforce Chairperson
  - Provide overall guidance for the UN DESA/IASIA taskforce group deliberations;
  - Coordinate and oversee regional task force and conference participation;
  - Ensure communication and collaboration with all taskforce members;
  - Harmonize regional proposals to be presented at the Expert Group meeting in New York.
- UN DESA and IASIA Task Force Members (Secretariat of the initiative and core team):
  - Provide coordination and guidance to the UN DESA/IASIA taskforce group in the overall approach and activities of the review and update of the SoE;
  - Prepare substantive material and guidance notes for the various meetings;
  - Liaise with the Co-conveners and the Chairperson as well as the Task Force Members;
  - Convene meetings by regional taskforce or individually to advance the review and/or update of the Standards of Excellence;
  - Work with the Chairperson and regional chairpersons in collecting and harmonizing the regional proposals;
  - UN DESA, with the financial support of UNPOG, will support the organization of an Expert Group Meeting in New York where Taskforce members will be able to present the results of their work and approve the updated and revised SoE.
- Regional Taskforce Chairs
  - Propose with other regional Taskforce members the date for the regional workshop.
  - Coordinate with UN DESA/IASIA and the Task Force Chair the organization of the regional workshop including convening guests, promotion of the workshop, and defining the agenda;
  - Provide UN DESA/IASIA with a list of national, regional, or global academic conferences/seminars/events where the SoE initiative can be disseminated and other stakeholders' perspectives can be incorporated in the process;
  - Ensure communication and collaboration with regional taskforce members and Taskforce chair;

- Coordinate the deliberations of regional taskforce members in reviewing the SoE and proposing revisions;
- Harmonize the proposals from the regional meetings and proposed changes/reviews to be presented at the Expert Group meeting in New York.
- All Taskforce members
  - Provide Regional taskforce chair with a list of national, regional, or global academic conferences/seminars/events where the SoE initiative can be disseminated and other stakeholders' perspectives can be incorporated in the process;
  - Use of social media for the promotion of the process and to make it as inclusive and diverse as possible. Taskforce members can take advantage of:
  - Prepared promotional flyer (to be translated into other languages by UN DESA)
  - Updated UNPAN web page and IASIA web page,
    - Twitter/LinkedIn or any other personal social media accounts
  - Collaborate in identifying speakers and stakeholders that can participate of the regional workshop;
  - **Review the SoE as per the following suggested methodology:**
    - Confirm and approve a standard with no changes;
    - Review a standard/s and update its description and indicators;
    - Change a standard/s, its description and indicators;
    - Abolish a standard/s;
    - Create a new standard/s with its indicators.
  - In reviewing and updating the SoE (or when creating new ones), members of the Taskforce should take into consideration the evaluation criteria to be applied/used by accrediting institutions or make proposals in that regard;
  - All Taskforce members are encouraged to explore alternate sources of funding that could support more in-person meetings and/or activities to promote, market, and disseminate this initiative;
  - Taskforce members who would like to contribute to the SoE final publication with a chapter about the process or the importance of reviewing/updating or establishing a new Standard are welcome to do so in coordination with UN DESA / IASIA.

### 4.3. Regional Workshops

Each regional group selected a chairperson who will lead the group's discussion in coordination with UN DESA, IASIA and the Task Force Chairperson. The regional chairpersons are:

- **Africa:** Dr. Ludeki Chweya, Director General and Chief Executive Officer, Kenya School of Government, IASIA Regional Vice-President for Africa, Kenya;
- **Americas:** Dr. 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
- **Asia and the Pacific:** Dr. Alex Brillantes, Secretary General, Eastern Regional Organization for Public Administration (EROPA), Philippines;
- **Europe:** Dr. Rolf Alter, Hertie School of Governance and CEPA Member, Germany and Dr. Frank Naert, Ghent University, Belgium;
- **Middle East:** Dr. Ra'ed BenShams, IIAS President and Director General, Bahrain Institute of Public Administration, Bahrain.

The following steps were agreed upon for the regional workshops as follows:

1. Agree on the dates of the regional workshops (final dates for each are to be confirmed).
  2. Role of UN DESA/IASIA: In the organization of the workshops, UN DESA / IASIA will work collaboratively to coordinate activities from sending out invitations, promoting the understanding of the process, and the logistics (zoom registrations, reports, etc.).
  3. It was suggested that more than one regional workshop might be needed to accommodate regions' diversity and context
  4. Agree on a date for a meeting of the regional chairpersons to review the modality of the regional workshops should be held as soon as possible.
  5. Agree on a common structure/agenda for all workshops was noted as important to ensure consistency.
- It was agreed that each Taskforce member will take advantage of events/conferences/seminars and all other academic activities to invite other stakeholders to participate in the SoE review process.
    - Taskforce members will provide a list of such events/seminars and conferences to **Gregory McGann** at [gregory.mcgann@un.org](mailto:gregory.mcgann@un.org) who will compile them.
  - In terms of communications, it was also agreed that social media should be used as much as possible to disseminate the initiative.

- UN DESA informed the Task Force members about the web page and shared an informational flyer which will be translated into other languages to facilitate participation by non-English speakers.
  - It was recommended that the language of the promotional flyer be modified to reflect that review is not only for design and assessment but also ensure to convey that accreditation is not the only objective of the review.
- Given budgetary constraints, the issue of **alternative sources of funding** for dissemination and/or to gather input from other stakeholders came up as a consideration for all taskforce members.
- Adding some representatives from other peer review accreditation bodies in the field such as NASPAA and EAPAA was also suggested as the process can benefit from their experiences as well.
- The Expert Group Meeting (EGM) was also approved but the 2024 date will have to be revised due to religious, academic, and inter-ministerial activities already planned.

# Roadmap and Timeline



## 5. What is the Agreed Upon Roadmap and Timeline for the Review of the Standards of Excellence?

The Taskforce members agreed to the proposed Roadmap recognizing that final dates will be confirmed and coordinated internally by each geographical region and in close coordination, consultation and collaboration with UN DESA, IASIA and the Task Force Chair.

The overall timeline for the review is October 2022 until September 2024. The Roadmap is a living document and activities may be added along the course of its implementation.

- **October 2022 – January 2023:** Identification of Task force members;
- **January – February 2023:** Invitations to Task force members ;
- **3 March 2023:** Formal 2023 – 2024 Task force established ;
- **28 March 2023:** Preparation of relevant concept note, proposed roadmap, communications material, and timeline;
- **March – April 2023:** Co-Convenors meeting to discuss Roadmap and Timeline;
- Preparatory discussions of Task force members attending the Committee of Experts in Public Administration;
- Preparation of communication material for the launch:
  - Finalization of the booklet;
  - Preparation of one-pager flyer (to be translated into other languages);
  - Preparation of one page blog about why and how SoE will be reviewed and updated to be published both on UN-DESA and IASIA portals/websites;
  - Flyer to be sent to UNPAN and IASIA members to disseminate the initiative and any other stakeholder;
  - Use of social media to disseminate information;
  - Create dedicated website page for the SoE Review and Update process;
- Maintain website throughout process (UN DESA) and IASIA.
- **18 April 2023** (virtual) Kick-off virtual expert group meeting on the proposed roadmap and timeline.



- **May – 31 August: Identification by Taskforce members of conferences** where they can engage and disseminate the 2023 – 2024 SoE process of Review and Update to ensure large participation and gather different perspectives;
- **19 June (via zoom): Meeting of the Regional Task Force Chairpersons;**
- **1 July – 1 August: Online open consultation for comments and inputs on the SoE;**
- **1 September – 31 December 2023: Holding of Regional online workshops:** Africa, Americas, Asia and the Pacific, Europe and Central Asia and the Middle East;
- **14 -15 October 2024: New York (in-person) Expert Group Meeting, possibly back to back with the Meeting of the Committee of Experts on Public Administration.**

Objectives of the 2024 EGM:

1. Presentation of recommendations of general rapporteur and Task force members in regional workshops;
  2. Review of the standards of excellence and the criteria to evaluate the implementation of the standards of excellence;
  3. Harmonization of proposals from the regional meetings;
  4. Agreement on proposed updated standards of excellence;
- **September 2024: Finalization of the report**

# Annexes



## ANNEXES

### Annex I: Agenda of the First Meeting

8:00 – 8:15 - Welcome and opening remarks

Mr. Juwang Zhu, Director, Division for Public Institutions and Digital Government (DPIDG/UN DESA)

Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA), Director of Development, Knowledge Management and the African Local Government Academy (ALGA), United Cities and Local Governments of Africa (UCLG Africa), Morocco.

Dr. Allan Rosenbaum, Chairperson UN DESA/IASIA Task Force, Chairperson ICAPA; Past President, American Society for Public Administration (ASPA); Professor, Florida International University

Moderator: Prof. Joao Salis Gomes, Chairperson of ICAPA Steering Committee; ISCTE – Lisbon University Institute, Portugal

8:15 – 8:20 - Overview of the objectives and expected outcomes of the Meeting

Ms. Adriana Alberti, Chief, Programme Management and Capacity Development United (PMCDU/DPIDG/ UN DESA)

Moderator: Ms. Cristina Rodriguez-Acosta, Inter-regional Adviser, Public Administration, Division for Public Institutions and Digital Government (DPIDG/UN DESA)

8:20 – 8:50 - Panel Discussion: Impact of SoE on institutions and programs: strengths and weaknesses

- Dr. Joao Salis Gomes, ICAPA Steering Committee
- Dr. Rachel Emas, George Washington University
- Professor Gerald Karyeija, Dean School of Management Science, Uganda Management Institute

Moderator: Mr. Bardhyl Dobra, IASIA Board of Management Member, Vice Minister of the Interior, Government of Kosovo

8:50 – 9:05 - Session 1: Overview of the 2008 Standards of Excellence Development Process

Dr. Allan Rosenbaum, Chairperson UN DESA/IASIA Task Force, Chairperson ICAPA; Past President, American Society for Public Administration (ASPA); Professor, Florida International University

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

Ms. Ludmilla Gajdosova, Executive Director, Network of Schools and Institutes of Public Administration of Central and Eastern Europe (NISPACEe)

This session will offer an overview of the IASIA-UNDESA process for establishing the Standards of Excellence for Public Administration teaching and education and discuss the need for reviewing them.

Moderator: Ms. Stefania Senese, Programme Management Officer, (DPIDG/UN DESA)

9:05 – 9:15 - Session 2: Mainstreaming the SDGs and Governance frameworks

Ms. Saras Jagwanth, Inter-regional Adviser, Division for Public Institutions and Digital Government (DPIDG/UN DESA)

Ms. Cristina Rodriguez-Acosta, Inter-regional Adviser, Programme Management and Capacity Development United (PMCDU/DPIDG/ UN DESA)

This session will be dedicated to highlighting the Principles of Effective Governance, the Curriculum on Governance and the SDGs

Moderator: Dr. Ra'ed BenShams, President of IISA

9:15 – 9:20 - Brief introduction of the UN DESA / IASIA Task Force

9:20 – 9:30 - Health break

9:30 – 10:20 - Session 3: Road Map and timeline

Presentation of the draft roadmap and timeline

Ms. Adriana Alberti, Chief, Programme Management and Capacity Development United (PMCDU/DPIDG/ UN DESA)

Breakout groups by regions to discuss the following:

Organization of Online Regional Workshops: Dates and Expected outcomes:

- Global
- Africa
- Americas
- Asia and Pacific
- Europe
- Middle East
- EGM and preparation of final report for EGM
- Launch of Standards (Webinar to disseminate final report and updated SoE)
- Publication (including possible contributions from taskforce members)
- Role of task force members in reviewing of final report

Reporting back by each breakout group

Agreement on roadmap and timeline

This session will be dedicated to agreeing on a roadmap and timeline for online regional workshops, EGM expectations, leading organizations, role of task force members per region, UN DESA support, and workshops expectations.

Moderator: Dr. Allan Rosenbaum, Chairperson UN DESA/IASIA 2023 Task Force

10.20 – 10:30 - Wrap Up and Closing

Mr. Juwang Zhu, Director, Division for Public Institutions and Digital Government (DPIDG/UN DESA)

Dr. Najat Zarrouk, President, International Association of Schools and Institutes of Administration (IASIA), Director of Development, Knowledge Management and ALGA, UCLG Africa, Morocco.

Group photo

## Annex II: List of 2023 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). Email: zhu@un.org

Najat Zarrouk, Co-Convenor of the Task Force, Director of Development, Knowledge Management and ALGA of UCLG Africa, President of IASIA and CEPA Member (2010-2017; 2021-2025), Rabat, Morocco. Email: najat\_zarrouk@yahoo.fr

### Task Force chairperson

Allan Rosenbaum, Immediate Past President of ASPA, Chairperson of ICAPA, Distinguished Professor, Florida International University (FIU), Miami, Florida, USA, USA. Rosenbau@fiu.edu

### Global

Adriana Alberti, Chief, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government/United Nations Department of Economic and Social Affairs (DPIDG/UNDESA). Email: alberti@un.org

Cristina Rodriguez-Acosta, Inter-regional advisor, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government/United Nations Department of Economic and Social Affairs (DPIDG/UNDESA). Email: Cristina.rodriguezacosta@un.org

Kyu Chang Ko, Head of United Nations Project Office on Governance (UNPOG/DPIDG/UNDESA). Email: kyu.ko@un.org

Prabin Maharjan, Program Management Expert, United Nations Project Office on Governance (UNPOG/DPIDG/UNDESA). Email: prabin.maharjan@un.org

Cesar Geronimo Rojas Alfonzo, Executive Secretary of IASIA, Brazil. Email: c.alfonzo@iias-iisa.org

### Americas/North America/Caribbean Region

Allan Rosenbaum, Immediate Past President of ASPA, Chairperson of ICAPA, Distinguished Professor, Florida International University (FIU), Miami, Florida, USA, USA. Rosenbau@fiu.edu Email: rosenbau@fiu.edu

Leonardo Secchi, Past-President, Brazilian Society for Public Administration – Sociedade Brasileira de Administração Pública (SBAP – Brazil). Email: leonardo.secchi@udesc.br

Devon Rowe, Executive Director, Caribbean Centre for Development Administration (CARICAD) and CEPA Member, Jamaica. Email: dlrowe@caricad.net

Raquel Gonzalez, Project Manager, Latin American Center for Public Administration Development (CLAD). Email: raquel.gonzalez@clad.org

Rachel Emas, Associate Teaching Professor and Director of the Master of Arts in Environmental Resource Policy, George Washington University, USA. Email: rachelemas@email.gwu.edu

Angel Wright-Lanier, NASPAA Executive Director, Network of Schools of Public Policy, Affairs, and Administration, USA. Email: wrightlanier@naspaa.org

### **Africa**

Ludeki Chweya, Director General & Chief Executive Officer, Kenya School of Government (Kenya), IASIA Regional Vice-President for Africa. Email: Ludeki.chweya@ksg.ac.ke

John-Mary Kauzya, Professor at Stellenbosch University, School of Public Leadership, South Africa. Email: jkauzya@hotmail.com

Liza Van Jaarsveldt, Associate Professor at University of South Africa, South Africa. Email: vjaarlc@unisa.ac.za

Sofiane Sahraoui, Director General of International Institute of Administrative Sciences (IIAS). Email: s.sahraoui@iias-iisa.org

### **Asia and the Pacific**

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Alex Brillantes, Jr., Secretary General, Eastern Regional Organization for Public Administration (EROPA), Philippines. Email: abbrillantes@eropa.co

Tashi Pem, Director General, Royal Civil Service Commission, Bhutan. Email: tpem@rcsc.gov.bt

Pan Suk Kim, International Director, American Society for Public Administration (ASPA) and Member of the United Nations International Civil Service Commission. Email: pankim@gmail.com

### **Europe**

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### Middle East

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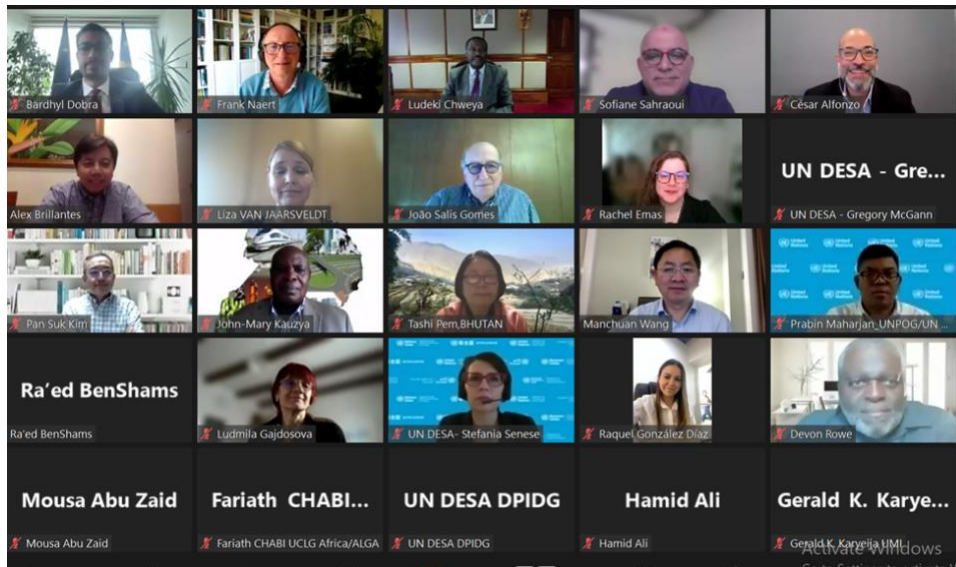
Mousa Abu Zaid, Chairman of the General Personnel Council (GPC) and BoM chairman of the Palestinian National School of Administration (PNSA) (Palestine), IASIA Regional Vice-President for the Middle East. Email: [chairman@gpc.gov.ps](mailto:chairman@gpc.gov.ps)

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### Annex III: First Meeting Photos





## Annex IV: Relevant Readings

- Information about the First Meeting:  
[https://unpan.un.org/sites/unpan.un.org/files/Standards%20of%20Excellence%20%20\(5\).pdf](https://unpan.un.org/sites/unpan.un.org/files/Standards%20of%20Excellence%20%20(5).pdf)
- 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, Task Force on Standards of Excellence for Public Administration Education and Training. Final Report (February 2008) [https://unpan.un.org/sites/unpan.un.org/files/UN-IASIA\\_Standards%20\(1\).pdf](https://unpan.un.org/sites/unpan.un.org/files/UN-IASIA_Standards%20(1).pdf)
- Report on Changing Mindsets to Realize the 2030 Agenda for Sustainable Development <https://unpan.un.org/node/1479>

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- United Nations & IASIA.IIAS : In Quest of Excellence, Approaches to Enhancing the Quality of Public Administration Education and Training, edited by Allan Rosenbaum, 2015.

## Annex V: Contact Information

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## **Annex VI: Other Relevant Information on the 2023 Review Process**

Visit UNPAN at: <https://unpan.un.org/node/1879>

## **Annex VII: List of 2008 Task Force Members**

- Allan Rosenbaum, Chairperson of the UNDESA/IASIA Task Force, Current President of IASIA and Director of the Institute for Public Management and Community Service at Florida International University (FIU), Miami, Florida, USA;
- Guido Bertucci, Co-Convener of the Task Force and Director, Division for Public Administration and Development Management/United Nations Department of Economic and Social Affairs (DPADM/UNDESA);
- Turgay Ergun, Co- Convener of the Task Force and Director General, Public Administration Institute for Turkey & the Middle East, (TODAIE), Ankara, Turkey, and immediate Past President of IASIA, Brussels, Belgium;
- Barbara Kudrycka, Minister of Higher Education and Science, Government of Poland, Warsaw, Poland;

- Natalya Kolisnichenko, Associate Professor, Department of European Integration Odessa Regional Institute of Public Administration, National Academy of Public Administration Office of the President, Odessa, Ukraine;
- Blue Wooldridge, Professor, L. Douglas Wilder School of Government and Public Affairs, Virginia Commonwealth University, Department of Political Science and Public Administration, Richmond, Virginia, USA.
- Theo van der Krogt, Secretary General, European Association for Public Administration Accreditation, Twente, Netherlands;
- John Mary Kauzya, Chief, Governance Systems and Institutions Unit in the Division of Public Administration and Development Management/United Nations Department of Economic and Social Affairs (DPADM/UNDESA);
- Ludmila Gajdosova, Executive Director, Network of Schools and Institutes of Public Administration of Central and Eastern Europe, Bratislava, Slovakia;
- Jide Balogun; formerly Director General of the Administrative Staff College of Nigeria and InterRegional Advisor with the U.N.;
- R.K. Mishra, Senior Professor and Director, Institute of Public Enterprise, Osmania University, India;
- Bianor Cavalcante, Director, Brazilian School of Public Administration, Gertulio Vargas Foundation, (EBAPE/FGV), Rio de Janeiro, Brazil;
- Mark Orkin, Director General, Southern African Management Development Institute (SAMDI), Pretoria, South Africa;
- Margaret Saner, Director Institutes Initiative CAPAM – Commonwealth Association for Public Administration and Management, United Kingdom;

## Annex VIII: 2008 Standards of Excellence for Public Administration Education and Training

The Task Force believes that Standards of Excellence for public administration education and training should facilitate organizations in the public sector to be high performing through providing them with the highest quality of public servants. In order that public administration education and training institutions can best do this, the Task Force suggests the following Standards of Excellence for Public Administration Education and Training.

### 1. Public Service Commitment:

The faculty and administration of the program are defined by their fundamental commitment to public service. They are in all of their activities (teaching, training, research, technical assistance and other service activities) at all times absolutely committed to the advancement of the public interest and the building of democratic institutions. This is true within all facets of the program including internal organizational arrangements as well as programmatic activities at local, regional, national and international levels.

### 2. Advocacy of Public Interest Values:

The program's faculty and administration reflect their commitment to the advancement of public service by both their advocacy for, and their efforts to create, a culture of participation, commitment, responsiveness and accountability in all of those organizations and institutions with which they come into contact. In so doing, both by pedagogy and example, they prepare students and trainees to provide the highest quality of public service.

### **3. Combining Scholarship, Practice and Community Service:**

Because public administration is an applied science, the faculty and administration of the program are committed to the integration of theory and practice and as such the program draws upon knowledge and understanding generated both by the highest quality of research and the most outstanding practical experience. Consequently, the faculty, administration and students of the program are actively engaged through its teaching, training, research and service activities with all of their stake holder communities from the smallest village or city neighborhood to the global community at large.

### **4. The Faculty are Central:**

The commitment and quality of the faculty (and/or trainers) is central to the achievement of program goals in all areas of activities. Consequently, there must be, especially in degree granting programs, a full time core faculty committed to the highest standards of teaching, training and research and possessing the authority and responsibility appropriate to accepted standards of faculty program governance. This faculty must be paid at a level that allows them to devote the totality of their professional activities to the achievements of the goals and purposes of the program and must be available in adequate numbers consistent with the mission of the program. In that regard, a ratio of 1 faculty member per 20 graduate level students and at least 4 full time faculty would represent typical minimum requirements. Faculty teaching responsibilities should not be greater than two academic courses (or their equivalent in a training institution) at any time in the calendar year in order to allow for necessary involvement in research, training, service and technical assistance activities.

### **5. Inclusiveness is at the Heart of the Program:**

A critical element in the achievement of excellence in public administration education and training is an unwavering commitment on the part of faculty and administration to diversity of ideas and of participation. The people who participate in programs, including students, trainees, trainers, administrators and faculty, should come from all the different racial, ethnic, and demographic communities of the society. The ideas, concepts, theories and practices addressed in the program should represent a broad variety of intellectual interests and approaches. Inclusiveness in terms of individual involvement (including sensitivity to issues of ethnicity, nationality, race, gender orientation and accessibility to all) within a program serves also to encourage inclusiveness in terms of ideas. Both forms of inclusiveness, intellectual and participatory, are the hallmarks of excellent programs.

### **6. A Curriculum that is Purposeful and Responsive:**

A principal goal of public administration education and training is the development of public administrators who will make strong, positive contributions to the public service generally and, in particular, to the organizations they join, or to which they return. This requires public administration education and training programs to have coherent missions which drive program organization and curriculum development. In addition, it is critical that those who educate and train public administrators

communicate and work with and, as appropriate, be responsive to the organizations for which they are preparing students and trainees. It also requires that the student and/or trainee be inculcated with a commitment to making a difference and that their education and training prepare them to effectively communicate (both verbally and in writing) with those with whom they work.

### **7. Adequate Resources are Critical:**

An important prerequisite to creating a program of excellence in public administration education and training is the availability of adequate resources. Many different kinds of resources are required including facilities, technology, library resources and student services (in terms of assistance with meeting such basic needs as housing, health care, etc.). The availability of these resources is obviously a function of the availability of adequate financial resources. Those financial resources must be such as to sustain full time faculty and/or trainers, provide needed assistance to students and faculty (such as funding to participate in international conferences, etc) and insure the availability of adequate classroom, research, training and meeting space as well as individual offices for each faculty member and as needed for students.

### **8. Balancing Collaboration and Competition:**

Finally, and most importantly, there must be among the program faculty, trainers, administrators and students or trainees a sense of common purpose and mission deriving from the program's commitment to the advancing of the public interest. There must also be a sense of determination, indeed even competitiveness, that drives the program to be the best and creates a desire to meet and exceed world class Standards of Excellence.

## **Annex IX: Criteria to assess the achievement of the 2008 Standards of Excellence**

In order to assess the achievement of these Standards of Excellence, the Task Force elaborated [criteria for assessing standards](#). The criteria for measuring standards are divided into various categories along two groups: the first being those concerned with the organizational nature and characteristics of the institution providing programs and the second being those criteria that relate to the actual program being delivered by the institution.

A. Institutional criterion

B. Program-related criterion which can be subdivided into four subcategories:

B1 Program development and review

B2 Program content

B3 Program management

B4 Program performance

Other possible criterion:

The 11 Principles of Effective Governance

The engagement for the SDGs, in particular the SDGs 4, 16 and 17.

For a full description of the criteria, see [http://www.atlas101.ca/pm/wp-content/uploads/2015/12/UN-IASIA\\_Standards.pdf](http://www.atlas101.ca/pm/wp-content/uploads/2015/12/UN-IASIA_Standards.pdf)

## Annex X: Activities (2005-2008) and 2008 Standards of Excellence for Public Administration Education and Training

A number of activities were undertaken over the course of 4 years (2005-2008) as part of the initiative as follows:

Expert Group Meetings and conferences were held in Turin, Italy; Bratislava, Slovakia; Rio de Janeiro, Brazil; and New York City. The meetings focused on the development of a strategy for the improvement of public administration education and training. Overall, 1,500 people attended these and other meetings related to the standards of excellence. At the Expert Group Meeting on “New Challenges for Senior Leadership Enhancement for Improved public Management in a Globalizing World”, which took place in Turin, Italy, the participants made efforts to define governmental leadership, to categorize the UN/IASIA initiative in terms of target groups and to review key issues facing governmental leadership. The seminar on “Improving the Quality of Public Administration Education and Training: New Needs, New Approaches”, co-sponsored by IASIA, the Brazilian School of Public Administration, Fundação Getulio Vargas, and UN/DESA/ DPADM and held in Rio de Janeiro, resulted in the development of a set of ideas and techniques that are appropriate for the education and training for the next generation of governmental leadership. It focused on both education and training activities and, most importantly, on the ways to make them relevant to newly developing civil servants.

- At the direction of the Task Force, the UN commissioned a variety of papers designed to provide relevant background information and research and preparation of the volume
- The papers were used for a publication on leadership capacity enhancement in a globalizing world entitled: “Excellence and Leadership in the Public Sector: The Role of Education and Training”.
- A survey of public administration education and training institutions in transitional countries was developed. It was carried out by one of Africa’s most prominent public administration scholars, Jide Balogun.
- A final Report of the standards of excellence and the criteria for assessing the standards was finalized and published in 2008. “In its introduction to the Standards, the Task Force noted its belief that the purpose of public administration education and training is to provide public administrators with the competencies and capacities to contribute to the improvement of the quality of life and the building of a better world, especially for the most economically, socially and politically disadvantaged members of society”.
- The Report containing the recommended standards of excellence was presented and adopted by its members during the annual IASIA conference in Uganda in 2008.
- Publication of the United Nations, In Quest of Excellence, Approaches to Enhancing the Quality of Public Administration Education and Training, IASIA/IIAS, 2015.

