



United Nations

Department of
Economic and
Social Affairs



Sub-theme 3: Governance and Partnership: Deepening Integration and Cooperation for Sustainable Development

Standards of Excellence for Public
Administration Education

2025 AAPAM conference



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*Inspiring excellence, transforming lives
through quality, impact, and care.*

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Eight Standards of Excellence for Public Administration EDUCATION & TRAINING



Purpose

- The SoE are a set of criteria that defines the highest quality & performance level in education & training programs related to public administration.
 - These Standards guide academic & training institutions, trainers, & practitioners who aim to promote quality education.
- Applying these Standards of Excellence in public administration education & training programs will result in more dynamic, tech-savvy, agile & globally aware public servants & professionals who can navigate an ever-changing landscape & contribute to the advancement of sustainable development.

Methodology

2-year review (2022-2024)
UN Department of Economic & Social Affairs (UNDESA)
International Association of Schools & Institutes of Administration (IASIA)

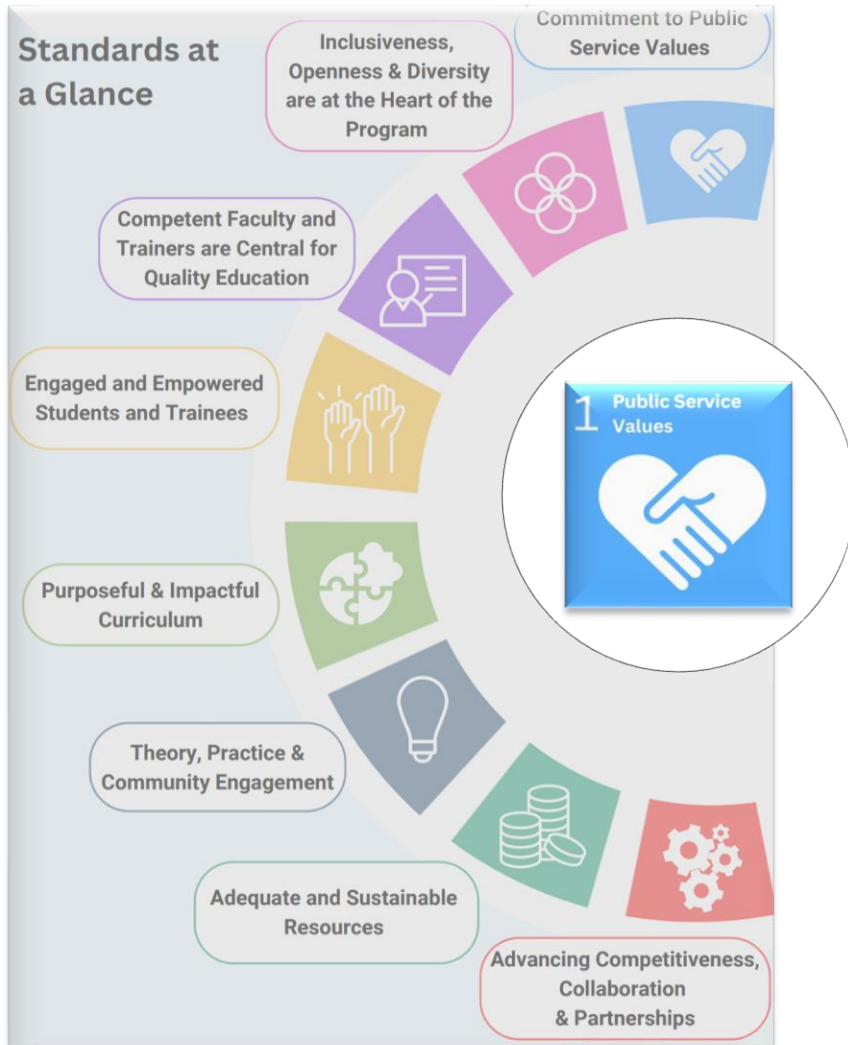
Global Task Force on the Standards of Excellence for Public Administration Education & Training.

Global & regional consultative process

Included an online **survey in 5 languages** (Arabic, English, French, Portuguese & Spanish)

17 global & regional meetings

1,200 expert contributions from academics, schools of public administration & training institutes, practitioners, interested stakeholders & representatives of the UN.



Standard 1 - Public Service Values

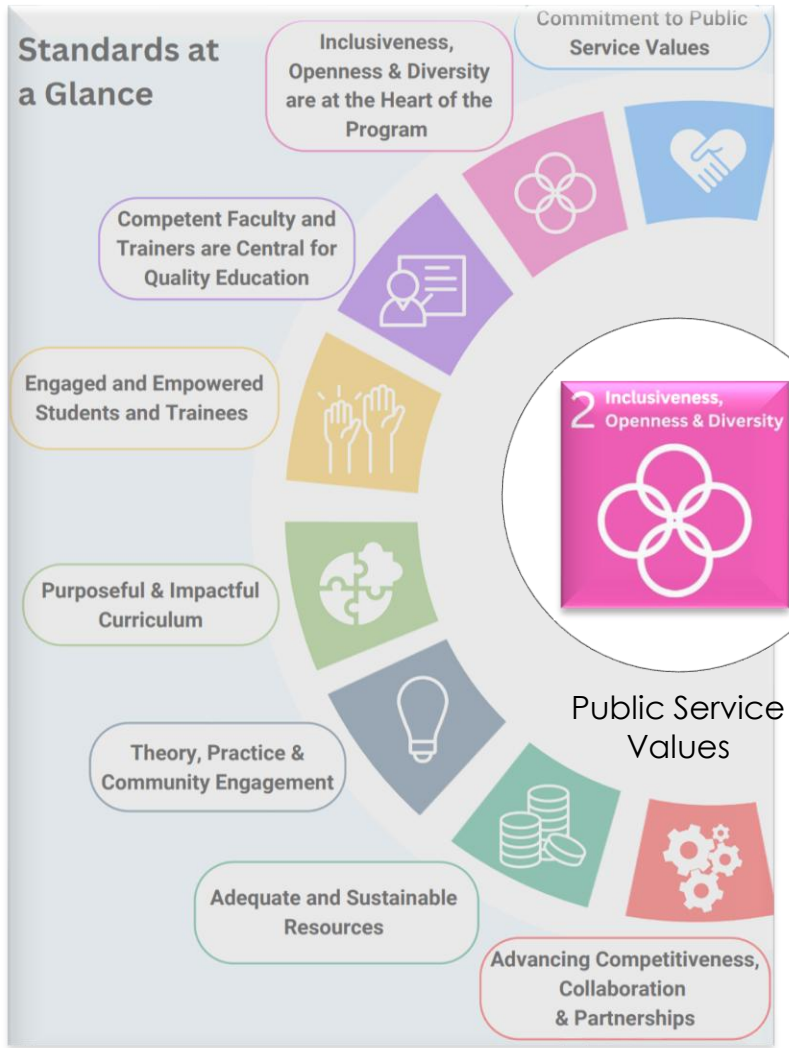
The program prepares present & future leaders dedicated to serving the public interest by instilling public service values, contributing to high-quality public services, engaging meaningfully with their communities, & ensuring that no one is left behind in the pursuit of sustainable development.

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

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

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





Standard 2 - Inclusiveness, Openness & Diversity

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

A critical element in achieving excellence in public administration education & training is the **unwavering commitment** of faculty, trainers, practitioners, administration, & students to inclusiveness, openness, & diversity. The education & training program should be **open & accessible** to all interested individuals, free from any prejudices.

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

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





Standard 3 - Competent Faculty & Trainers

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

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

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

To maintain excellence, the program encourages lifelong learning & continuing professional development for faculty & trainers through the exchange of innovative practices, e-learning, collaboration with government agencies, & multidisciplinary knowledge sharing among countries & regions, as well as through partnerships & networks, under Sustainable Development Goal 17.





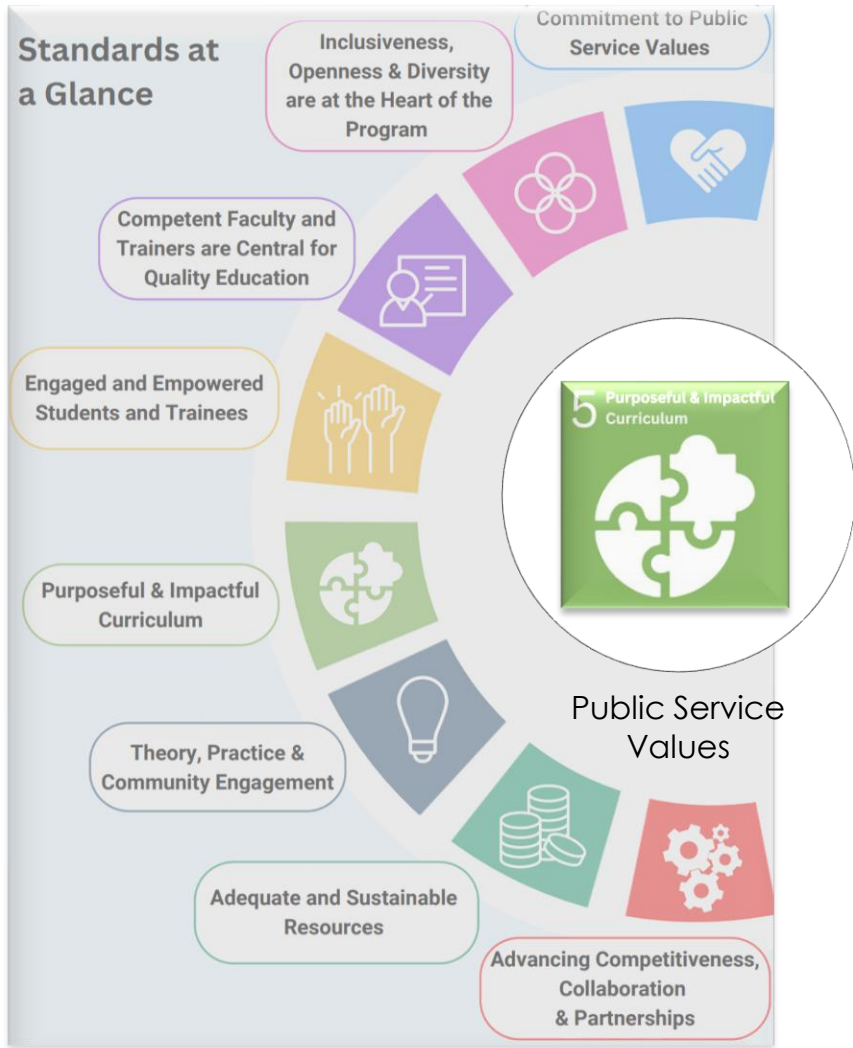
4. Engaging & Empowering Students & Trainees

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

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

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

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



Standard 5 Purposeful & Impactful Curriculum

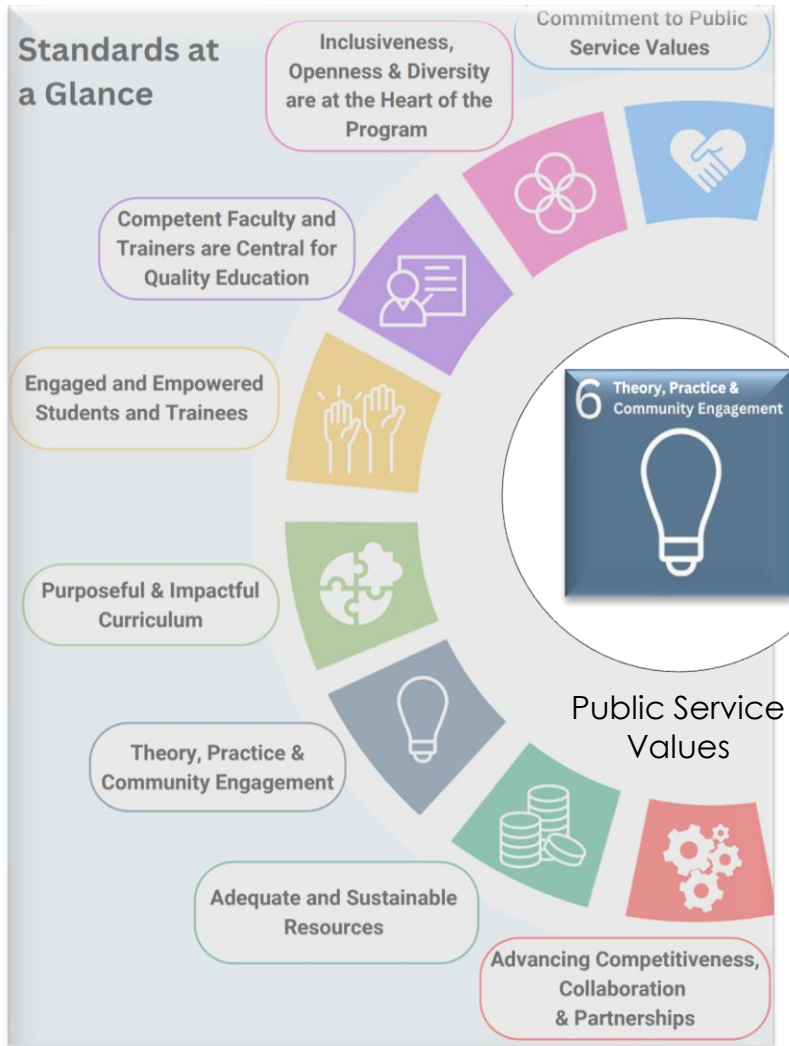
A purposeful & impactful curriculum challenges & prepares students & trainees to become committed & engaged public leaders—changemakers capable of anticipating & responding to evolving political, economic, environmental, & social trends, thereby serving the needs of present & future generations.

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

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

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





Standard 6 - Theory, Practice, & Community Engagement

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

Insofar as public administration is an applied science, the faculty, practitioners, trainers, & administration of the program are committed to **integrating theory & practice** in the design & methodology of the program. This approach connects knowledge, engaged research, & scholarship with real-world experience, including experiential & case-based learning, to advance & achieve the **2030 Agenda for Sustainable Development**, & 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, & co-creation** to prepare students & trainees to solve complex problems.

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

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



Standard 7 - Adequate & sustainable resources

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

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

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

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



Standard 8 - Competitiveness, Collaboration & Partnerships

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

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

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

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



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Regional focus and the 8 Standards of Excellence



SoE for Public Administration EDUCATION & TRAINING across 7 global regions

North America

Values: Indigenous rights & sustainability;
Inclusiveness: remote & Indigenous
communities; **Curriculum:** marine & climate
education; **Societal responsiveness:**
environmental threats; **Competent trainers:**
conservation & energy; Collaboration with
Indigenous groups; Sustainable resources for
ocean & land

Latin America & Caribbean

Values: social justice; Inclusiveness: address
inequality; **Curriculum:** land & urban
planning; **Societal responsiveness:**
disasters & informality; **Competent
trainers:** informal sector upliftment;
Collaboration for governance reform;
Sustainable resources for rural
development

Asia

Engaged students in digital learning; **Curriculum:** STEM & sustainability; **Competent
trainers:** industrial skills; Inclusiveness in urban & rural education; **Societal
responsiveness:** pollution & energy needs; Collaboration for tech & urban
planning; Sustainable resources for clean energy

Europe

Values: human rights & governance; Inclusiveness: aging & marginalized
groups; **Curriculum:** green & digital skills; **Competent trainers:** technology
& care sectors; **Societal responsiveness:** climate & welfare; Collaboration
for EU-wide innovation; Sustainable resources for decarbonisation

Middle East

Curriculum: entrepreneurship & water management; Engaged
students for youth empowerment; **Competent trainers:** renewable
energy & governance; **Societal responsiveness:** water scarcity;
Collaboration for regional stability; Sustainable resources for energy & water

Africa

Values: equity & dignity; Inclusiveness in access to
education & health; **Curriculum:** agriculture,
health, & infrastructure; **Competent trainers:**
workforce development; **Societal
responsiveness:** climate & political needs;
Adequate resources for energy & education;
Collaboration for regional stability

Australia

Values: Indigenous rights & sustainability; Inclusiveness
for remote and Indigenous communities; **Curriculum:**
marine & climate education; **Societal
responsiveness:** environmental threats;
Competent trainers: conservation & energy;
Collaboration with Indigenous groups; Sustainable
resources for ocean & land



Key Points

- Education & Training is central to achieving SDGs across all regions.
- The 8 SoE provide a universal yet adaptable framework.
- Regional alignment ensures relevance and impact.

Conclusion: A globally informed, regionally responsive approach to education is essential for achieving the SDGs.

Policy Recommendations

- Integrate standards into national education strategies.
- Foster regional partnerships for curriculum development.
- Invest in teacher training and resource sustainability.



Thank you

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