



SAPIENZA
UNIVERSITÀ DI ROMA

EGPA2026 CONFERENCE

24-27 August Rome, Italy

CALL FOR PANELS



Public Governance for the
Common Good: Human Intelligence
Serving the Global Community

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EGPA Permanent Study Group 9 on Education and Training in Public Administration and Public Policies

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The PSG 9 invites submissions that contribute to a demanding, up-to-date agenda on education and training in Public Administration and Public Policy, with a primary focus on how curricula can be aligned with the professionalisation of the public sector as a condition for institutional robustness. In a time marked by recurring cycles of distrust, populist pressures, polarisation, and anti-institutional simplifications, curriculum design and teaching/training methodologies can no longer be treated as an “internal” concern of schools. They have become a core mechanism of democratic resilience: it is through the way competencies are developed, public values are consolidated, and professional practices are institutionalised that the State’s capacity is strengthened to serve the common good, uphold legality, sustain merit, and respond to citizens with quality and proximity.

We seek contributions that help identify, compare, and test good teaching and training practices oriented towards verifiable learning outcomes, with particular attention to balancing digital capabilities (data literacy, digital governance, the ethics and responsible use of AI, interoperability, service design and service improvement) and the behavioural and relational competencies that are essential to public trust (clear communication, active listening, empathy, conflict management, emotional intelligence, integrity, impartiality, inclusive service delivery, cultural sensitivity, and citizen orientation). We are especially interested in work showing how curricula and pedagogical devices can simultaneously increase the technical sophistication of public administration while protecting its institutional core—rules, routines, accountability, neutrality, legality, and



professionalism—avoiding both techno-solutionism and purely rhetorical “soft-skills” training without assessment.

The PSG welcomes theoretical and empirical submissions (qualitative, quantitative, or mixed-methods), comparative studies, analyses of programmes and curricular reforms, as well as systematised accounts of good practices supported by evidence of implementation and evaluation. For this PSG, we particularly value proposals that describe with precision: (i) the problem the curriculum/training intervention seeks to address; (ii) the competency model and how it is translated into learning outcomes; (iii) the pedagogical methods used; (iv) assessment approaches (rubrics, practical tests, authentic assessment in context, portfolios, structured observation); and (v) evidence of results (performance change, service quality, user satisfaction, organisational indicators, and effects on culture and integrity).

Within the thematic scope, we welcome, among others, contributions on: curriculum design and revision for public-sector careers (including mapping and alignment with job profiles and organisations’ real needs); training for public ethics, integrity, and the prevention of capture and partisan political pressures, including how to teach “professional independence” and evidence-informed decision-making; innovative methodologies focused on citizen interaction, such as simulations and role-play for service delivery, mediation and conflict management, plain administrative writing, risk communication, participation and facilitation; policy and service labs/clinics (policy labs, service design studios, citizen journey mapping), problem- and challenge-based learning grounded in real-world issues, and structured partnerships with public organisations; the responsible integration of technologies into teaching and practice (generative AI with safeguards, applied data analytics, automation with accountability, privacy and data protection), including competencies for “human oversight” and risk management; evaluation and quality assurance of public-sector training (including accreditation, standards, continuous improvement mechanisms, and impact metrics beyond immediate satisfaction); and lifelong learning and flexible models that strengthen capabilities without fragmenting trajectories (e.g., coherent modular pathways, micro-credentials integrated into professional careers, and continuous training oriented to critical functions).

PSG3 also encourages submissions oriented towards transferability and scalability—“what works, for whom, under what conditions, and at what costs and trade-offs.” In that sense, we especially welcome cases that provide reusable instruments (rubrics, simulation guides, curriculum models, competency matrices, evaluation protocols, designs for

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pedagogical experiments) and that discuss limits, risks, and institutional requirements for replication.

Submissions should take the form of an extended abstract, sufficiently informative, to enable scientific review, including purpose, background, approach/methodology, contributions, and implications for teaching/training and the professionalisation of public administration. Selection will consider relevance to the PSG's mission (curricula and institutional professionalism), methodological quality and transparency, the capacity to identify evidence-informed good practices, and the usefulness of the contribution for academic communities and schools of government/public service.



Practicalities

If you wish to present a paper in one of the Permanent Study Group's, Ad Hoc Group's, or Specialized Panel's sessions at the conference, please upload an abstract outlining your proposed conference paper. This may be done through the conference website.

Important dates

- Deadline for submission of abstracts: April 6, 2026
- Deadline for submission of EGPA Booster Grant applications: April 15, 2026
- Acceptance notification and opening of registrations: April 20, 2026
- Deadline for submission of EGPA Travel Grant applications: April 26, 2026
- Full paper submission deadline and registration deadline: July 19, 2026

Website

- <https://www.iias-iisa.org/egpa-2026-conference/>

Submission

- <https://www.conftool.org/egpa2026/>
- Unless specified otherwise, 500-words limit for abstracts

Contact

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