United Nations | Department of Economic and Social Affairs

Annual Meeting with Schools of Public Administration

on

"Mainstreaming the Sustainable Development Goals (SDGs) in the Curricula of Schools of Public Administration, New Mindsets and Competencies"

Final Report

8 December 2022

United Nations Department of Economic and Social Affairs

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Eastern Regional Organization of Public Administration

The Eastern Regional Organization of Public Administration (EROPA) is an international organization of states, groups and individuals in Asia and the Pacific. The organization was founded in 1960 as a response to the common desire among developing and developed countries to promote regional cooperation in improving knowledge, systems, and practices of government administration to help accelerate economic and social development.

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Websites: publicadministration.un.org and unpan.un.org

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1. About the Report

This Report provides an overview of the Annual Meeting with Schools of Public Administration on "Mainstreaming the Sustainable Development Goals (SDGs) in the Curricula of Schools of Public Administration, New Mindsets and Competencies". The Annual Meeting was organized by the United Nations Department of Economic and Social Affairs (UN DESA), through its Division for Public Institutions and Digital Government (DPIDG), in collaboration with the Asian Association for Public Administration (AAPA) and the Eastern Regional Organization for Public Administration (EROPA). The webinar was intended for schools of public administration and national institutes of training, and regional associations from all five regions of the world. The webinar was conducted in English. Fifty-three representatives of schools of public administration and institutes of training from around the world participated in the event.

2. Background

The Global Initiative on Building Capacities of Public Servants for the Sustainable Development Goals (SDGs) Implementation was launched in 2017 with the aim of developing the capacities of governments and public servants in terms of knowledge, skills, attitude, leadership competencies, and mindset to support the implementation of the SDGs. It also provides data and information about the development of capacities in the regions, as well as support institutional capacity development for improved public service delivery. Additionally, it facilitates North-South and South-South exchanges of effective governance practices and provides support in mainstreaming the SDGs in the schools' curricula and courses.

Every year a global meeting with schools of public administration and institutes of training is held to take stock of their initiatives in terms of raising awareness of and mainstreaming the SDGs in their programmes and developing the necessary skills of public servants to respond to governments' priorities in implementing the 2030 Agenda.

In 2020, the Annual Meeting with Schools of Public Administration aimed to present the Curriculum on Governance for the SDGs, which was launched in 2021 and made available online on the UNPAN website. The 2022 Annual Meeting with Schools of Public Administration aimed to provide an opportunity for schools of public administration and institutes of training to present their progress in mainstreaming the SDGs in their curricula. Participating institutions were invited to share their new courses, partnerships and/or case studies recently developed on strengthening public institutions' capacities to implement the SDGs. In addition, in view of the preparation for the 2023 SDG Summit[1], a survey on mainstreaming the SDGs in the Curricula of Schools of Public Administration was administered to schools of public administration, institutes of training and civil service commissions from all regions of the world.

The Annual Meeting was composed of three sessions and last for three and a half hours. The first session provided updates on UN DESA's 2020-2022 activities and an overview of the 11 Principles of Effective Governance. It offered schools of public administration, training institutes and civil service commissions the opportunity to present their activities on taking stock of the progress made with implementing several toolkits of the Curriculum on Governance for the SDGs. Results from the survey on mainstreaming

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[1] The 2023 SDG Summit marks the mid-point in implementing the 2030 Agenda for Sustainable Development. "It will carry out a comprehensive review of the state of the SDGs, respond to the impact of multiple and interlocking crises facing the world, and provide high-level political guidance on transformative and accelerated actions leading up to the 2030 deadline for achieving the SDGs.

the SDGs in the Curricula of Schools of Public Administration were presented. The second session explored countries' experiences on their implementation of the Curriculum on Governance for the SDGs. The third session focused on how to increase collaboration, including Training of Trainers among public administration schools and institutes of training. It was conducted online via Zoom.

3. Outcomes of the Annual Meeting

The Meeting resulted in (i) providing data and guidance on how to mainstream the SDGs, which will be used as input for preparatory work of the 2023 SDG Summit; (ii) strengthening the capacities of the global network of schools of public administration and institute of training to mainstream the SDGs in their curricula, promote innovation, new mindsets, and competencies in the public service to accelerate the implementation of the 2030 Agenda for Sustainable Development; (iii) strengthening the capacity of the trainers from schools and institutes of public administration in the domain of the Curriculum on Governance for the SDGs; (iv) mainstreaming the principles of effective governance and the toolkits of the Curriculum of Governance for the SDGs into national institutes' courses.

4. Mainstreaming the SDGs in the Curricula of Schools of Public Administration, New Mindsets and Competencies

The year 2022 unveiled a string of extreme events, including but not limited to the resurgence of COVID-19, and extreme events, such as wars, flooding, etc. There is an urgency to act quickly to end poverty, improve health and education, reduce inequality, spur economic groups, tackle climate change, and work to preserve our oceans and the forest. As global community with collective goals it is important to all work together to address, including the Three Cs (Covid 19, Conflicts, and Climate change). Because of the reverses in the SDGs in recent years, it is critical to continue striving for intergenerational equity for the young generations and the collective humanity. At the center of all the SDGs is SDG 16, which focuses on establishing effective, accountable, and inclusive public institutions, peace, and justice. Public institutions are essential for making progress towards attaining the SDGs. They cover a wide range of areas, from the executive, legislative, and judicial branches, to the security and justice sectors and independent constitutional bodies and State corporations. Robust institutions are necessary to support development efforts and build resilience against future shocks and risks. Based on the Voluntary National Reviews (VNR), one of the first and most important steps governments take to implement the 2030 Agenda is to build and form its institutional structures, followed by constant revision and reshaping.

The Committee of Experts on Public Administration (CEPA) developed 11 principles of effective governance for sustainable development that were endorsed by the Economic and Social Council (ECOSOC) in 2018. The principles aim to help interested countries to build effective, accountable, and inclusive institutions, support countries through concrete strategies, promote mainstreaming of effective governance in SDGs implementation, bring together proven standards and operational guidelines, and provide a baseline for policymaking. Moreover, the principles are given depth and made operational through a selection of 62 commonly used strategies and related practices, which are an integral and evolving part of this work. The strategy guidance notes, with information on how a government can assess its status and measure progress in strategy implementation, were crafted in a global consultation with other specialized experts in the field. With recent case studies from other countries, good practices to advance the principles, peer-to-peer learning, and research, the notes provide valuable information on how countries can pursue international development corporations in accordance with their needs. The principles offer a range of recommendations for all levels of government, including local authorities at sub-national levels. They can be used to showcase good examples in public service delivery. They

should be interpreted together with the curriculum on governance for sustainable development goals and other tools.

The 2030 Agenda for Sustainable Development presents a unique opportunity for governments to embrace a transformational plan for the planet, its people, and governance. To ensure its success, a holistic "Whole of Government" and "Whole of Society" approach is required, which necessitates empowering people, developing human capital, and strengthening communities. To fully realize the objectives, targets, indicators, and institutional arrangements of the SDGs, governments must take ownership of them and understand how to implement them effectively. Public administration is key to all levels of governance, so it is essential to mainstream the SDGs in the curriculums of schools of public administration. Public institutions and academic institutions have a critical role to play in transforming the mindsets, behaviors, and skills of civil servants. Teaching, training, and empowering methods and tools can be used to support the ownership and implementation of the SDGs, and by intensifying curricula and programs of teaching institutions on the SDGs, the Agenda can be successfully achieved. There is a variety of teaching, training, and empowering methods and tools that can be used to support the ownership and implementation of the SDGs, as per below figure.

Graduate Education	Induction Training	Continuous Training	Training of Trainers
Peer learning	e-Learning MOOCs	Capacity development and building	Case studies
Peer Review	Study Tours	Field Visits	Partnerships & Knowledge/ Methodology sharing

The above example of curricula and programs aim to benefit various actors and stakeholders at all levels. The main challenges and constraints to providing training and empowerment opportunities are the recognition of it as a right, limitations of budgets and resources, dependency on donors for agendas, lack of access to information, lack of coordination and synergy between players, and the existence of curricula in different languages. To overcome these challenges, there should be a commitment to training and

empowerment as a right, increased budgets and resources, widely available information, improved coordination and synergy between players, and curricula in languages accessible to those who need them. In Africa, the United Cities and Local Governments (UCLG) is committed to advancing the Sustainable Development Goals (SDGs) both globally and in Africa through a number of strategies. The UCLG Africa has set up a global taskforce of government to advocate for the SDGs, climate change, and new urban agenda. The taskforce is pushing for culture to be recognized as a key pillar of the SDGs and is focusing on policy dialogue, research, empowerment, and learning. UCLG Africa is also taking action in its own region by promoting multi-actor partnerships and triangular cooperation through advocacy, lobbying, technical assistance, resource mobilization, and investing in human capital. To assist in the localization of the SDGs, UCLG Africa is working with the International Association of Schools and Institutes of Administration (IASIA), a network of 129 schools and institutes from 55 countries.

5. Curriculum on Governance for SDGs Toolkits (2020-2022)

Given public administration's centrality and interlinked nature of the SDGs, UN DESA has developed a Curriculum on Governance for the SDGs with the support from schools of public administration and over 50 experts from around the world. The curriculum, which contains Training of Trainers (ToT), can be mixed flexibly according to individual needs.

The Curriculum is a comprehensive set of training of trainers' capacity development toolkits, which contains ready-to-use training material on key governance dimensions needed to advance the implementation of the SDGs (Please see figure below). By facilitating the 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 combined 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 more than 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 fothe SDGs.

This curriculum provides a holistic and integrated framework for capacity development in governance and public institutions. It focuses on key building blocks for public sector transformation, with the goal of promoting sustainable development, enhancing governance capacity, and strengthening public servants' awareness of their role in achieving the SDGs. 65 countries have been supported between 2020-2022 with material, capacities, and advisory support on public institutions-related issues.

6. UN DESA Survey on Mainstreaming the SDGs in the Curricula of Schools of Public Administration, Institutes of Training and Civil Service Commissions[2]

The survey on "Mainstreaming the SDGs in the Curricula of Schools of Public Administration, Institutes of Training and Civil Service Commissions" was developed by the United Nations Department of Economic and Social Affairs, Division for Public Institutions and Digital Government in November 2022 with the aim to provide an overview of the current state of courses and activities aimed at raising awareness and promoting the SDGs among civil servants. By understanding the current state of mainstreaming the SDGs, organizations can better plan and ensure that they are taking the necessary steps to achieve the goals. Indeed, mainstreaming the SDGs into courses of schools of public administration is an important step in ensuring that public administrators are equipped with the knowledge and skills to effectively implement the SDGs. The survey methodology included collecting data from targeted schools of public administration, institutes of training, and civil service commissions. The survey included ten questions about the current state of SDG implementation, the challenges faced, and the strategies and actions taken to address them. It also included questions on new training requests, and challenges faced by the institutions over the past years, especially after the COVID-19 pandemic situation and current crises. Finally, the survey sought to identify the most effective ways to measure progress and success in mainstreaming the SDGs. Nineteen institutions participated in the survey3. Ten schools of public administration, five Institutes of training, four Academic institutions, one Civil Service Commission, and one National Academy of Public Administration participated in the survey (Figure 1) from fourteen countries from all the regions of the world (Bangladesh, Ethiopia, Ghana, Indonesia, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Philippines, Rwanda, Samoa, Spain, and Viet Nam). Please see figure 2 below. Responses were also provided by the International Institute of Administrative Sciences IIAS, based in Belgium, the South Asia Network (SANPA), based in Bangladesh, and the Central American Institute of Public Administration (ICAP), based in Costa Rica.

Figure 1. Type of Organization

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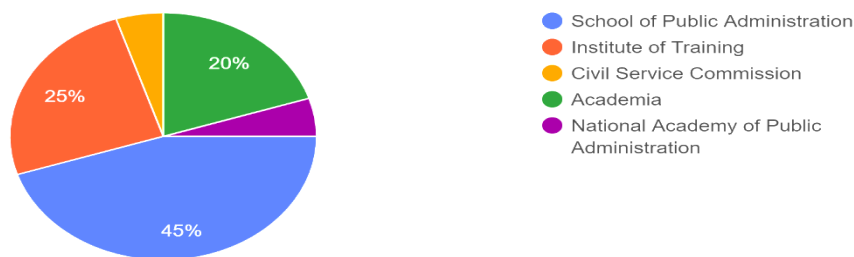
2 Please see the Results Survey on Mainstreaming the SDGs into curricula and course of Schools of Public Admnistration published on DPIDG's website

3 Two answers were received by the National Institute of Public Administration of Indonesia

Findings from the survey indicate that most of the institutions have been actively involved in mainstreaming the SDGs in their training courses. To do so, they have been using different approaches. Most respondents reported using a combination of methods such as lectures, simulations, case studies, and role-playing games to train civil servants on the SDGs. The survey also revealed that most institutions have been trying to update their training courses in response to the current crises. It was also reported that most surveyed institutions had developed new training courses on the SDGs to address the current crisis. At the same time, some have also revised their existing training courses to include the SDGs. In addition, the survey found that the institutions face various challenges in mainstreaming the SDGs into their training courses. The most reported challenges include limited resources, lack of sufficient knowledge and understanding of the SDGs, and limited capacity of the trainers. Overall, the survey findings suggest that public administration schools, training institutes, and civil service commissions have been actively mainstreaming the SDGs in their training courses. However, they face various challenges regarding updating their training courses and incorporating the SDGs into them.

7. Implementation of the Curriculum on Governance for the SDGs: Country Experiences

Pakistan's Experience in Implementing the Toolkit on Changing Mindsets in Public Institutions to Implement the SDGs and Training of Trainers (ToT) of the Toolkit

Pakistan's National School of Public Policy (NSPP) is headed by a Board of Governors chaired by the president of Pakistan. The school consists of a network of institutions over the country, including four National Institutes of Management (NIM) in provincial capitals, one in the federal capital, and three integral units. NIM Lahore is one of the five constituent organizations of NSPP. NIM is responsible for providing training to civil servants at both operational and middle-management levels. The rector oversees the activities of the national institutes mentioned above. NSPP holds the National Management College (NMC). This 18-week course is specially designed for senior civil servants with an average experience of 23-25 years from federal and provincial departments and agencies. The core areas of the training are public policy and leadership. This course provides participants with the knowledge and skills required to become effective and successful leaders in their respective fields. It also aims to equip the NMC participants with four natures: globally informed, culturally grounded, temperamentally compassionate, and ethically cohesive.

Conversation on Public Policy
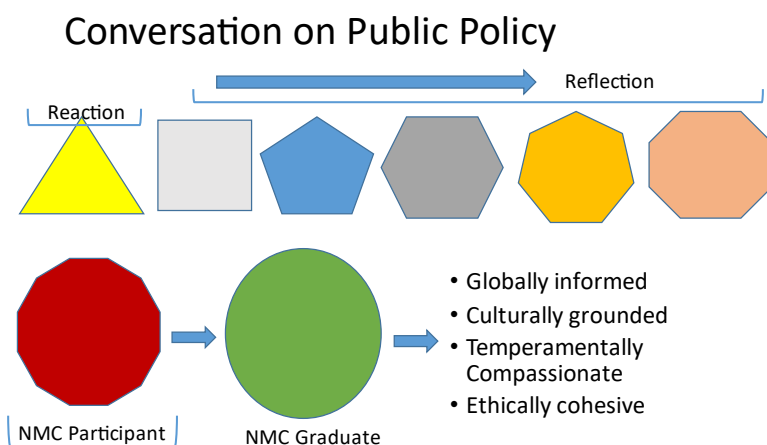
In light of the above, the NSPP decided to include a five-day training as one of the integral units of the NMC. The workshop was based on the UNDESA Curriculum toolkit on "Changing Mindsets in Public Institutions to Realize the Agenda 2030". The NMC held the workshop on "Changing Mindsets in Public

Institutions to Realize the Agenda 2030 in Pakistan" in January 2022, after a co-creation process with UNDESA. The workshop included a Training of Trainers (ToT) component, with NMC faculty being trained to provide the information in the future. After the successful holding of the workshop in NMC, the rector designed two additional courses in National Institute of Management (NIM) Lahore: 16-week Senior Management Course (SMC) for middle management level (BS-19) officers and 10-week Mid-Career Management Course (MCMC) for operational level (BS-18) officers. Number of participants in a typical residential course range between 40-50.

The NIM Lahore team engaged with the UNDESA team and United Nations Resident Coordinator Office in Islamabad to customize a workshop to meet the specific training needs of SMC. The duration of the workshop was reduced to two days and the revised agenda and toolkit were adopted. The SMC faculty underwent a training of trainers (ToT) and the first workshop was held on August 22-23, with the UNRCO facilitator present in person and UNDESA team participating online. After the successful completion of this pilot workshop, NIM Lahore reported that the workshop was extremely useful in changing mindsets and received positive responses from the participant officers. Therefore, it was decided that the workshop would be a regular feature of all the SMCs, and faculty members of all NIMs will join the next course. Additionally, other NIMs will be providing similar workshops as part of their Strategic Management Courses, and any requests from other organizations can be met through the Executive Development Institute.

Figure 3: Capacity Development Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan

Cambodia's Experience on Enhancing Effective National to Local Public Governance for SDG Implementation

Committing to sweep all the landmines in Cambodia by 2025, Cambodia Sustainable Development Goals (CSDGs) has one additional national goal compared to global SDGs— Clearance of Landmines. CSDG also revised the targets and indicators of SDGs to better implement them domestically. CSDGs consist of 88 targets, 84 of which are from global SDG targets and 4 are from the additional national target. Of the 148 indicators in CSDGs, 52 are global indicators, 77 are revised and new indicators, and 22 are disaggregated indicators. The Ministry of Planning (MoP) oversees the coordination of SDGs implementation. It translates SDGs into 5-year national strategy development plan and issue guideline only to the Line Ministries. Sub-National Administrations (SNA) do not receive any guideline regarding SDGs. Of the 18 CSDGs (please see figure below), 60+% of the six VNR priority goals are either ahead of on track, and only 12% of the remaining 12 goals are below track. However, the absence of data in many indicators makes it difficult to evaluate their performance and potential socioeconomic problems.

❖ 18 Goals

      - 17 from global goals;

    - 1 national goal

❖ 88 Targets

    - 84 from global targets among the 169; and

    - 4 additional national targets

❖ CSDGs has 148 Indicators

    - 52 global indicators

    - 22 disaggregated indicators and

    - 73 revised and new indicators

    (proxy indicators)

DESA | Public Institutions

SNAs has their own 5-year development plan and 3-year investment plan that cover all social and economic aspects. SNAs have contributed to all CSDGs goals, but their contributions have not been clearly recognized, and lack awareness of CSDGs. National School of Local Administration (NASAL) is key in developing capacity for SNAs. It monitors and provides support to SNAs in terms of capacity development and research on local government. Using the UN DESA's toolkit, NASAL successfully held the ToT workshop on "Effective National to Local Public Governance for SDG Implementation in Cambodia" to address SDGs localization, changing mindset, and the challenges faced by SNAs. Way forward includes mainstreaming CSDGs into SNAs. Training needs assessments and surveys will be distributed to SNAs to help better understand the need. UN DESA will assist in modifying and adjusting current modules to address the training needs identified in the surveys.

8. How to enhance mainstreaming of the SDGs in the teachings of schools of public administration and modalities of collaboration, including through Training of Trainers among the schools of public administration and institutes of training.

To mainstream the SDGs into the existing public administration curriculum, schools of public administration should look to incorporate the SDGs into the current curriculum, either by adding courses on the SDGs, including the objectives into studies on public policy, or including them in other courses as appropriate. It is crucial to consider each country's varying perspectives, backgrounds, administrations, and specific challenges. To this end, developing and strengthening the collaboration network is essential to learn from each other's experiences. Additionally, the curricula/courses/programmes should be translated into different languages to ensure they are accessible to all. Furthermore, it is recommended to reach out to the presidents of national and regional organizations to spread the word about the toolkits. Additionally, it is essential to evaluate the SDGs implementation process in different countries and collaborate with other public administration institutions to develop small-scale projects or research to promote the mainstreaming of SDGs.

Some key takeaways include the following:

9. Recommendations

Participants have highlighted the need to create a platform for collaborative development of training materials and train-the-trainer programs. To address the common and specific challenges, it would be important to share case studies of new courses and translate training materials into different languages. To further spread awareness of the SDGs, it is critical for presidents of schools of public administration to make them a major theme in their annual conferences. Collaborate with academics and other schools of public administration to further the SDGs is fundamental. To facilitate communication and collaboration, an online space for schools of public administration to share information and documents should be set up. Additionally, peer-to-peer learning sessions for mutual benefit should be organized.

UCLG Africa, though the African Local Governments Academy (ALGA), is keen and available to organize a Training of Trainers on the curriculum for English, French, Arabic and Portuguese speaking countries. Furthermore, UCLG Africa can deliver digitized course and organizing joint event, as well as disseminating information, methodology and tools through IASIA network with 54 national/ regional associations of local/ regional association, 30 African institutes and about 20 worldwide partners. Lastly, by creating a specific working group for the SDGs in IASIA, UCLG can join efforts and make more synergy in budget allocation.

Annex I. Agenda

ANNUAL MEETING OF THE GLOBAL INITIATIVE ON BUILDING CAPACITIES OF PUBLIC SERVANTS FOR SDGS IMPLEMENTATION

Mainstreaming the SDGs in the Curricula of
Schools of Public Administration,
New Mindsets and Competencies

08 December 2022 | 07:00 AM – 10:30 AM | New York time - GMT-5

7:00–7:15 a.m. (EST)	**Opening Session**

Facilitator: Ms. Stefania Senese, Programme Management Officer, Programme Management & Capacity Development Unit (PMCDU), Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UN DESA), UN DESA

Opening Remarks
- **Ms. Adriana Alberti**, Chief, Programme Management and Capacity Development Unit, DPIDG/ UN DESA
- **Prof. Jiannan Wu**, President, Asian Association for Public Administration (AAPA)
- **Dr. Alex B. Brillantes Jr.**, Secretary-General, Eastern Regional Organization for Public Administration (EROPA)

7:15–8:00 a.m. (EST)	**Session I** The Critical Importance of Mainstreaming the SDGs in the Curricula of Schools of Public Administration, New Mindsets and Competencies

Overview of the Principles of Effective Governance for Sustainable Development
Ms. Saras Jagwanth, Inter-regional Adviser, PMCDU, UN DESA/DPIDG (10 minutes)

Why is mainstreaming the SDGs in the Curricula of Schools of Public Administration Critical for Advancing the 2030 Agenda for Sustainable Development?

Ms. Najat Zarrouk, President of the International Association of Schools and Institutes of Administration and Director of Development, Capacity Building, Knowledge Management at the African Local Government Academy (ALGA) of UCLG Africa (Morocco) – (10 minutes)

Updates on the 2020-2022 UN DESA/DPIDG's Activities in Supporting Schools of Public Administration to Advance the SDGs

Ms. Adriana Alberti, Chief, PMCDU, UN DESA/DPIDG (5 minutes)
Mr. Kyu Chang Ko, Head of UNPOG, DPIDG, UN DESA (5 minutes)

Questions and Answers (15 min)

08:00 – 08:40 a.m (EST)	Progress made in mainstreaming the SDGs in national and sub-national courses or programmes of training institutes and schools of public administration

Moderator: Dr. Alex Brillantes, Secretary-General, Eastern Regional Organization for Public Administration (EROPA)

Results from the 2022 Survey on Mainstreaming the SDGs in the Curricula of Schools of Public Administration
Ms. Stefania Senese, Programme Management Officer, PMCDU, DPIDG, UN DESA (10 minutes)

Break-Out Groups (15 minutes)
Working Group n.1 facilitated by Prof. Wu, President AAPA
Working Group n.2 facilitated by Mr. Keping Yao, Senior Governance Expert, UNPOG/DPIDG
Working Group n.3 facilitated by Ms. Senese, Programme Management Officer, DPIDG

Participants will break into three Working Groups to discuss the following questions:
(i) What courses, partnerships, or case studies related to the Curriculum on Governance for the SDGs, or other areas, has your school of public administration developed?; (ii) What was the result?; (iii) Have you developed courses or programmes on changing mindsets for the SDGs?; (iv) What new areas have you identified for your future trainings?

Each Working Group will be moderated by a facilitator and select a rapporteur who will present a summary of discussion findings in the plenary session.

Reporting back in Plenary by each Working Group (15 minutes)

08:40 – 08:45 a.m (EST)	Health Break

08:45 –09:35 a.m (EST)	Session III Implementation of the Curriculum on Governance for the SDGs: Country Experiences

Pakistan's Experience in Implementing the Toolkit on Changing Mindsets in Public Institutions to Implement the SDGs and Training of Trainers of the Toolkit

Dr. Jamil Afaqi, Dean, NMC, National School of Public Policy (NSPP) in Pakistan (8 minutes)
Dr. Sajid Saddique, Director General of the National Institute of Management of Lahore, Pakistan (8 minutes)

Guyana's Experience on Innovation, Digital Government and Changing Mindsets for Public Sector Transformation in Guyana to Achieve the Sustainable Development Goals - TBC (8 minutes)

Cambodia's Experience on Enhancing Effective National to Local Public Governance for SDG Implementation in Cambodia - (8 minutes)

Mr. So Munyraksa, President, National School of Local Administration (NASLA), Ministry of Interior, Kingdom of Cambodia

Questions and Answers (18 min)

09:35 – 09:55 a.m (EST)	Session III: How to enhance mainstreaming of the SDGs in the teachings of schools of public administration and modalities of collaboration, including through Training of Trainers among the schools of public administration and institutes of training?

Facilitator: Prof. Jiannan Wu, President, Asian Association for Public Administration (AAPA)

Representatives of schools of public administration are invited to share in the chat box 1 to 2 key recommendations on how to enhance mainstreaming of the SDGs in their teachings and curricula, how to nurture new mindsets for the SDGs and how to enhance modalities of collaboration, including with the UN and other regional associations and organizations.

| 09:55 – 10:00 a.m (EST)	Closing Session

Wrap-up and the Way Foreword
Ms. Adriana Alberti, Chief, PMCDU, UNDESA/DPIDG
(Virtual Group Photo)
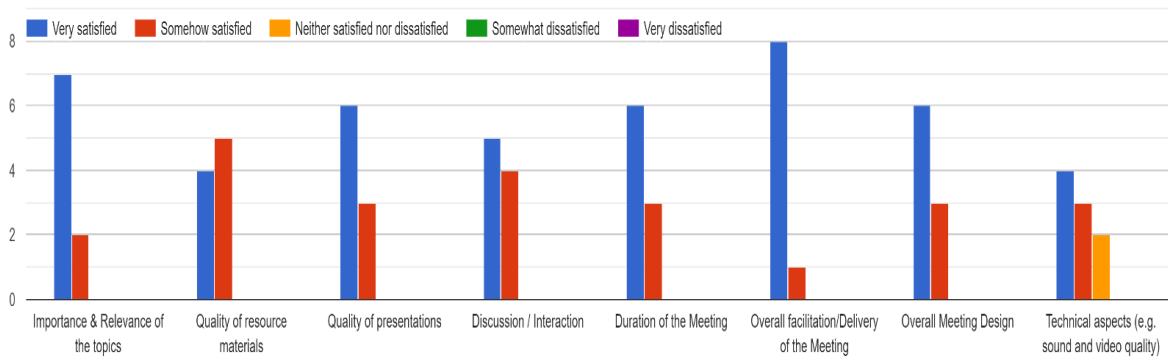
Annex II. Evaluation Survey Results

All participants were asked to fill an evaluation survey. Only nine persons replied to the survey. A summary of the results of those who chose to respond is presented below
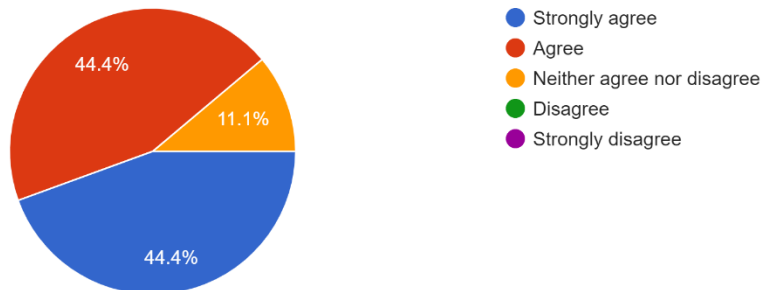
4. Please select your gender
9 responses

- ● Female
- ● Male
- ● Prefer not to say

77.8%
22.2%
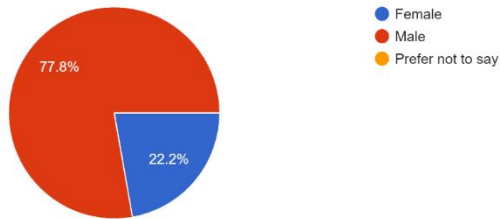
6. Please rate your level of satisfaction with the following aspects of the meeting. Please choose one in each row.

■ Very satisfied ■ Somehow satisfied ■ Neither satisfied nor dissatisfied ■ Somewhat dissatisfied ■ Very dissatisfied

Importance & Relevance of the topics | Quality of resource materials | Quality of presentations | Discussion / Interaction | Duration of the Meeting | Overall facilitation/Delivery of the Meeting | Overall Meeting Design | Technical aspects (e.g. sound and video quality)
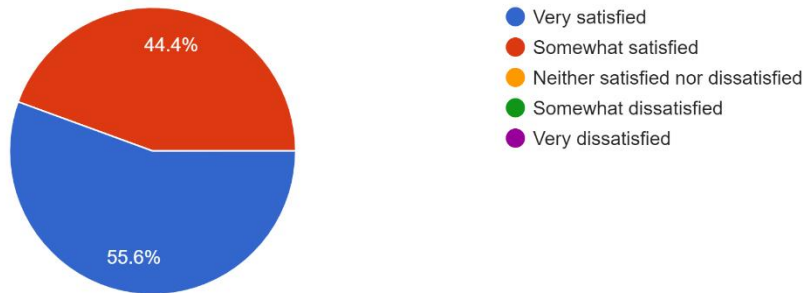
7. The Meeting enhanced my understanding on how schools of public administration and institutes of training are progressing in mainstreaming the SDGs in their curricula:
9 responses

- ● Strongly agree
- ● Agree
- ● Neither agree nor disagree
- ● Disagree
- ● Strongly disagree

44.4%
11.1%
44.4%

8. Overall, how satisfied were you with the 2022 Annual Meeting?
9 responses

- ● Very satisfied
- ● Somewhat satisfied
- ● Neither satisfied nor dissatisfied
- ● Somewhat dissatisfied
- ● Very dissatisfied

44.4%

55.6%

All the respondents expressed their interest in in a follow-up capacity development activity of training.

Annex III: Group Photos

Annex IV: Contact Information

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