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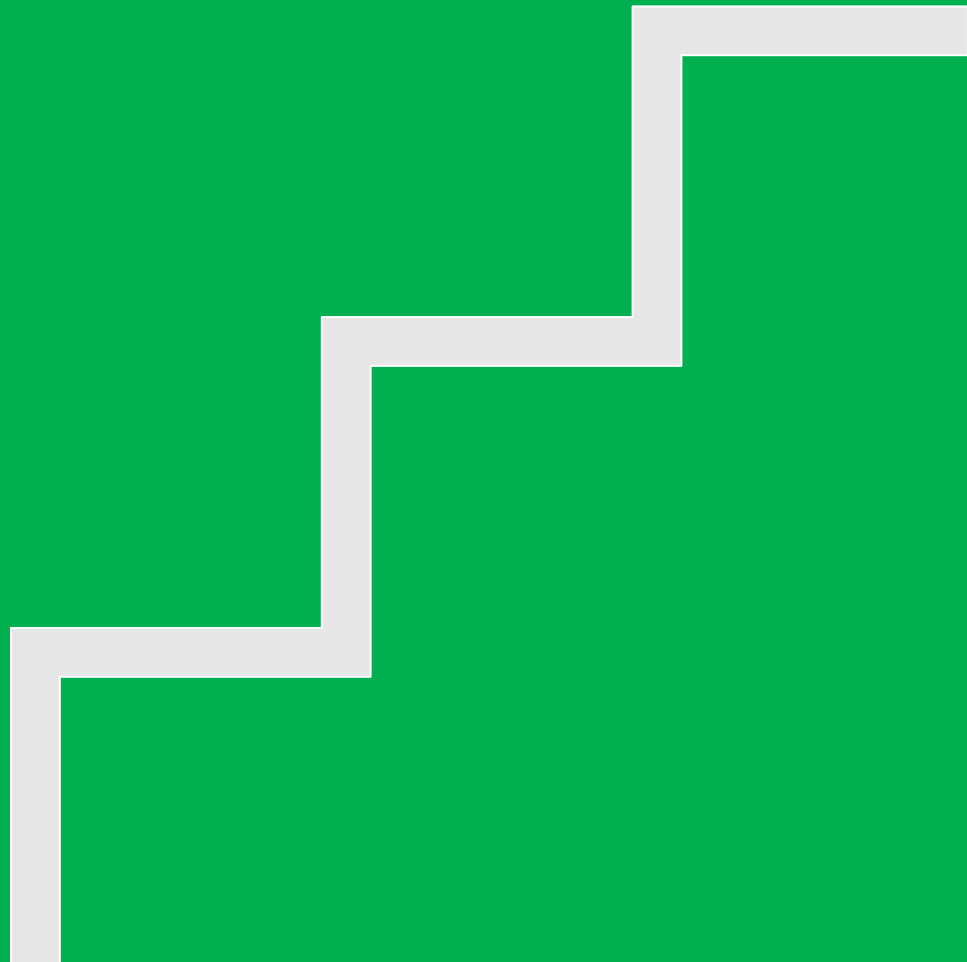
Department of
Economic and
Social Affairs

Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan

Training of Trainers and Capacity Development Workshop

Report of the Training of
Trainers and a Capacity
Development Training
Workshop on Changing
Mindsets in Public Institutions
to Realize The 2030 Agenda
Changing Mindsets in Public
Institutions to Realize the 2030
Agenda in Pakistan

30 June and 22-23 August 2022





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United Nations Department of Economic and Social Affairs

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The National Institute of Management (NIM)

The National Institute of Management (NIM) Peshawar is a constituent unit of National School of Public Policy (NSPP). NSPP was established through an act of parliament by Government of Pakistan in 2002. It plays an important role in training and capacity building of the civil servants of Pakistan. NIPA, Peshawar was established in Peshawar in 1985 which was converted into NIM in 2007.

Pakistan requires a Civil Service that is professionally trained, intellectually and morally committed to transform it into a modern state, preserving its Islamic ideology and cultural heritage. The National School of Public Policy (NSPP) has been set up in March 2005 to organize, inter alia, training for Civil Servants from Pre-service entry level training at the Civil Services Academy, Lahore to the highest level at National Management College (former Pakistan Administrative Staff College) for BS-20 officers.

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About the Report

This Report provides an overview of the Training of Trainers (ToT), and of the Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan, including background information, objectives, and recommendations.

The Training of Trainers on “Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan” 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 United Nations Resident Coordinator Office in Pakistan. It was addressed to the staff of the National Institute of Management of Pakistan. It was held on 30 June 2022.

The Workshop on “Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan”, held on 22 and 23 August 2022, was organized by the National Institute of Management (NMI) of Pakistan and the United Nations Resident Coordinator Office in Pakistan with the support of the United Nations Department of Economic and Social Affairs (UN DESA), through its Division for Public Institutions and Digital Government (DPIDG).

1. Background of the Training of Trainers and the Training Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan

The National School of Public Policy (NSPP) has engaged in training activities to raise awareness of the SDGs, promoting mindsets and behavioural change for the SDGs implementation. Developing a culture of experience sharing and cross-learning, enriching mindsets through behavioural insights in various practical situations is critical for a public sector transformation. In light of the above, in January 2022, UN DESA/DPIDG and NSPP, in collaboration with UNRCO in Pakistan, co-organized an Online Training Workshop on "Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan" within the National Management Course (NMC). The Workshop helped prepare public officials to develop a culture of experience sharing and cross-learning as well as innovative mindsets and behaviours that could help them be more effective in creating solutions and implementing policies that could address current and future problems.

Outcomes from this Capacity Development Workshop have highlighted that it is essential to learn that changing mindsets can be applied in all environments. Participants mentioned that *"the inertia can be challenged in all our organizations, and necessary transformation can be initiated and brought about."*

Conclusions from the Workshop also included the need to work towards building awareness about the importance of changing mindsets in achieving the SDGs. A change in mindsets is needed to manage a transformation that would drive to improved service delivery. Transformation is expected to be a long-term journey and needs to involve all levels of civil servants.

Given the successful implementation of the Workshop, the National Institute of Management (NIM), which is a constituent unit of the National School of Public Policy (NSPP), requested UN DESA's support in organizing and delivering training activities to raise awareness of the 2030 Agenda and promote mindsets and behavioural change for the SDG implementation among public servants. In view of this request, UN DESA/DPIDG, in collaboration with UNRCO organized a Training of Trainers to train staff from NIM and NSPP, who in turn trained their civil servants. UN DESA staff helped NIM design the two-day workshops on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan. The latter would then be embedded into NSPP school courses. The course intended to help equip public servants with innovative mindsets and behaviors to better address current and future challenges.

1.1 Objective of the Training of Trainers (ToT)

The ToT aimed to train the staff of the NMI who undertook the training. The NMI in collaboration with UNRCO has then facilitated a Training Workshop on "Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan", which was held in August. The training aimed to improve the use of information and enhance the ability to choose appropriate methods and tools to assess, plan, evaluate and decide on the best policies, measures, and strategies to trigger a change in mindsets.

1.2 Methodology of the Training of Trainers (ToT)

The ToT methodology aimed to equip trainers with a good theoretical basis from which to approach the issues of changing mindsets and allow them to apply the knowledge gained. To facilitate this process, DPIDG staff prepared a facilitator's guidance manual, which guided the trainers. The manual includes presentations, suggested script, activities, etc.

1.3 Format of the Training of Trainers (ToT)

The ToT lasted around 3 hours (See Annex 3), and it engaged all members of the teams in a participatory way. It covered the following topics:

1. Explain the Scope, Content and Learning Objectives of the Training.
2. Present the Training Materials (Agenda, Facilitator's Guidance Manual, Activities, etc.)
3. Present the training techniques and tools

1.4 Target Audience

Trainers from the National Institute of Management of Lahore in Pakistan.

1.4 Expected Results

The Training of Trainers aimed to strengthen the capacity of the trainers from NIM and their respective institutions in the domain of changing mindsets in public Institutions to Realize the 2030 Agenda in Pakistan.

The TOT was conducted online, and it included several presentations. It was highly participatory, with a focus on interactive group discussions, and demonstrations, to allow trainers to practice various parts of the facilitator training workshop based on the toolkit on changing mindsets. The toolkit on changing mindset is a powerful toolkit that we hope would help civil servants be change-makers. Civil servants are well-positioned to create change by turning ideas and visions into a course of action that generates the desired outcome. This is particularly important, especially now in this very fast-changing environment. "Doing" in a training is vital because learners can experience the effects of their actions and learn from them.

The ToT aimed to improve the use of information and enhance the ability to choose appropriate methods and tools to assess, plan, evaluate and decide on the best policies, measures, and strategies to trigger a change in mindsets. We also hope that ToT will increase cooperation among training management institutes and exchange of expertise to increase participation and knowledge of promoting a shift in mindset in public institutions to realize the 2030 Agenda.

1.5 Objective of the Training Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan

The Workshop aimed to promote a change of mindsets in public institutions to realize the 2030 Agenda. The workshop aimed at increasing participants' understanding of the importance of having a vision for public sector transformation to achieve the SDGs. In addition, results of the training aimed to include, among others, the embedment of the toolkit on Changing Mindsets in NSPP's trainings at various levels.

1.6 Methodology the Training Workshop

The Training Workshop featured expert presentations, hands-on interactive activities, group discussions, and innovative practices for peer-to-peer learning. The activities and group discussions enabled participants to transform in-depth learning into practice. It was conducted in a hybrid modality.

1.7 Format the Training Workshop

The co-designed Workshop on Changing Mindsets in Public Institutions focused on complex problem-solving. The Indus River Basin Case Study for a basic ecological restoration was introduced to the participants. Emphasis was given to nurturing innovative mindsets to enhance vertical and horizontal coordination and effective and inclusive delivery of services. This was done by focusing on leadership, collaboration, and innovation. The Workshop covered the following topics:

- **Theme 1 - Setting the scene: Why is changing mindsets critical to the implementation of the SDGs?** Theme 1 aimed at enhancing understanding of the 2030 Agenda principles and why public servants need to change mindsets and behaviours to speed up action on the SDGs. A presentation Pakistan's vision for public sector transformation to achieve the SDGs was delivered by a Member of the Government.
- **Theme 2 - Changing Mindsets for Public Sector Transformation in Pakistan: Challenges and Opportunities:** Theme 2 raised awareness of the challenges and opportunities of the changing mindset for public sector transformation in Pakistan. The theme also explored the Indus Reiver Basin challenge.
- **Theme 3 – Exploring Mindsets and Competencies:** Theme 3 focused on expanding awareness and understanding of the importance of Changing Mindsets and embracing new competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation.
- **Theme 4- How to Practically Apply the Learnings and Key Elements of an Action Plan:** Theme 4 focused on how to apply learning and what actions will promote mindsets and behaviours individually and organizationally.

The Training Workshop was composed of different sessions covering the above four themes, which were delivered over a period of 2 days. Participants committed to participating full-time in all sessions as they were interconnected and built on each other. For each session and between sessions, participants undertook a limited number of offline activities (readings, preparation of presentations), individually and/or in teams. Each session was presented the following key features:

- Pre-workshop preparation
- Brief introduction/icebreaker
- Presentations
- Interactivity – participant presentations, breakout rooms, polls, chat, discussion
- Key messages – to bring out insights and learnings in a different format each day
- Concrete follow-up actions at the country level

1.8 Target Audience of the Workshop

Senior officers from the Federal and Provincial governments and Public Sector Organizations who were attending the 31st Senior Management Course (SMC).



2. Introduction and Context: Why changing mindsets critical is to the implementation of the SDGs and for public sector transformation?

Pakistan has been committed to the 2030 Agenda for Sustainable Development since its inception in 2015. "The country is advancing towards its commitment to the 2030 Agenda by working to strengthen institutional mechanisms, enhance awareness, create productive partnerships, and improve coordination... Strengthening institutions, ensuring meritocracy, and introducing transparency at all levels are essential for translating its political vision into reality through efficient and effective management of available resources and improving service delivery... A cornerstone of implementing the SDG goals is building on existing alliances and forging new partnerships, leveraging technology, and mobilizing innovative sources of finance." [\[1\]](#)

This is particularly relevant, especially now since the current COVID-19 pandemic has unleashed an unprecedented crisis, causing further disruption to SDG progress, with the world's poorest and most vulnerable affected the most.

A transformative and oriented public service is critical to overcoming the crisis and delivering on the SDGs. However, to undertake the necessary transformation in public institutions, it is crucial to have a comprehensive vision that includes strong public servants' capacities at all levels.

2.1 What is Pakistan's vision for public sector transformation to achieve the SDGs? Exploring the National SDGs Framework

The "Parliament of Pakistan adopted the sustainable development goals (SDGs) as their own national development goals in February 2016. The Ministry of Planning internalized the SDGs in its development framework well before formally signing in September 2015 and it embedded SDGs in Pakistan Vision 2025. Accordingly, the Ministry of Planning, Development and Reform established a coordination mechanism with the federating units.

The Federal SDG Unit in the Planning Commission is effectively coordinating progress with provincial SDG Units. All tiers of government need to establish horizontal and vertical partnerships for coordinated efforts to achieve meaningful progress on SDGs.

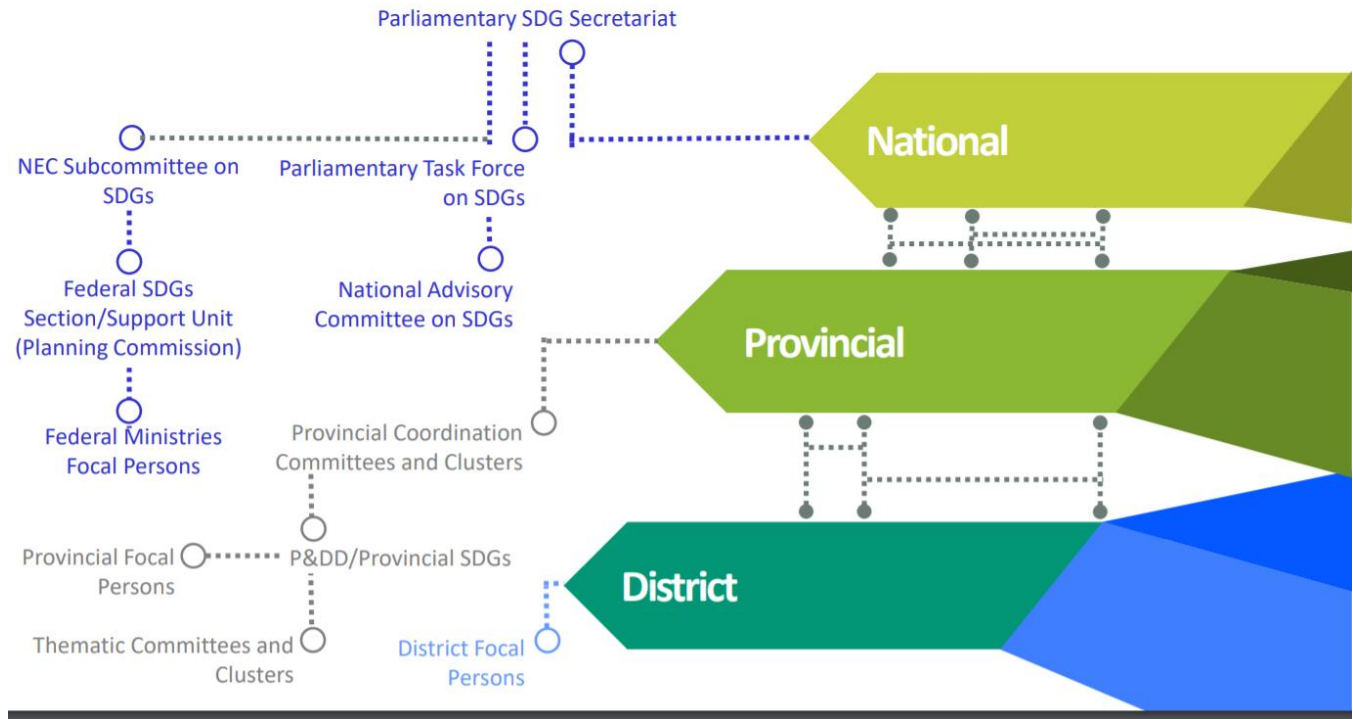
To achieve success on the SDGs agenda, a strong partnership between public and private sector and civil society is needed. In recent years, the private sector has also come up with many social impact funds, venture philanthropy initiatives and shown interest in balancing investor return with social responsibilities to help the cause of social uplift of the communities. The government could provide an enabling environment to enable the private sector to internalize the SDGs into their business processes and re-engineer some of their business practices for greater good of the society.

The Planning Commission after extensive analysis of data and deliberations with provincial and local governments has evolved with a national framework for the SDGs. The proposed Framework has been evolved through the following mechanism:

- i. Data Gap Analysis Report by mapping SDG indicators which was helpful in setting baselines against national indicators.
- ii. National community-based survey across Pakistan to gather inputs from people regarding their priorities for SDGs.

- iii. Multi-criteria based prioritization method taking into account developing processes, a set of targets and indicators have been identified as national priorities through an evidence based model¹.

The SDG Mainstreaming present Multi-tiered Institutionalization at the National, Provincial and District levels.



The Direct Provincial Governments and Federal Ministries/ Organizations are to align their policies / plans and allocate required resources in line with this national framework. The Direct Planning Commission needs to submit periodical progress and monitoring reports to the National Economic Commission (NEC).

NEC approved National SDGs Framework in March 2018 as per below:

Category – I The goals in category-1 require immediate policy intervention as desirable outcomes can be achieved in the short run. - food security through sustainable agriculture - improved nutrition and healthy life - equitable quality education - improved drinking water and hygiene facilities - affordable and clean energy and - responsive institutions that ensure peace and security - Access to affordable, reliable and sustainable energy for all

Category – II These goals requiring relatively longer timeframes and consistent policy support, include the following: - Accelerating the rate of poverty reduction through coordinated interventions 4 - Empowerment of

¹ https://www.pc.gov.pk/uploads/report/National_SDGs_Framework_-_NEC_2018.pdf

women and girls through institutional strengthening to reduce all forms of discriminations. - Building resilient infrastructure and smart cities not only to the main urban centers but also in rural areas.

Category –III The goals in this category have long gestation periods and will require major institutional reforms to achieve desired outcomes: Responsible Consumption and Production - Mitigating the impact of Climate Change - Conservation and sustainable use of marine resources.

Category – 1

- SDG2 - Zero Hunger
- SDG3 Good Health and Well-Being
- SDG4 Quality Education
- SDG6 Clean Water and Sanitation
- SDG7 Affordable and Clean Energy
- SDG8 Decent Work and Economic Growth
- SDG16 Peace, Justice and Strong Institutions

Category – 2

- SDG1 No Poverty
- SDG5 Gender Equality
- SDG9 Industry Innovation & Infrastructure
- SDG10 Reduced Inequalities
- SDG11 Sustainable Cities and Communities
- SDG17 Partnerships for the Goals

Category – 3

- SDG12 Responsible Consumption and Production
- SDG13 Climate Action
- SDG14 Life below Water
- SDG15 Life on Land

“For many SDGs, the increasing role of provincial governments will be critical. These include food security, nutrition, quality education, improved health facilities, clean drinking water, improve access to sanitation and sustainable agriculture. The institutional and human resource capacity of the provincial governments to implement the multifaceted objectives of SDGs is varied and needs to be upgraded. The ‘business-as-usual’ model will not work in the implementation of SDGs given the severity and intensity of the problems at the grass-root level. Innovative solutions, use of technology, building partnership, creating synergies and engagement of larger stakeholders are some of the options available with provincial governments. The framework also reiterates importance of localization of SDGs which will provide an opportunity to local governments to ensure inclusivity and sustainability for the achievement of SDGs.

The data gap analysis for national and provincial indicators presents a relatively satisfactory performance on economic related indicators whereas social and environmental indicators present a very bleak picture. This is despite the fact that financial flows to the social sector has increased considerably in last few years which raises serious questions on the returns on investment and allocative efficiency in the social sectors. If federal and provincial governments continue to invest in the social sectors without a result-based framework, it could jeopardize final outcome in the social sectors. Different tiers of government need to enhance efficiency of investment by adapting different approaches prevalent in the world. Current mode of investment in the social sectors would also impact the long-term growth prospects of the economy. Education sector is a classic example of high investment and low returns in Pakistan, and it has spill over effect on other sectors such as family nutrition, health and hygiene, water and livelihood that is central to household well-being. That is why greater attention is needed for policy and institutional factors.”²

² https://www.pc.gov.pk/uploads/report/National_SDGs_Framework_-_NEC_2018.pdf

“Pakistan SDG Status Report 2021 presents the baseline of 133 national headline indicators from within the SDG indicators pool. It also records the progress for 92 national headline indicators. The report has been painstakingly compiled and produced at a pivotal time, when the country has faced unprecedented human and economic toll and continues an uphill struggle to address the inequities in rolling out its recovery and rehabilitation efforts. As a result, this report also considers the loss of development gains and resulting delays in achieving agenda 2030. It has taken us time to contextualize and streamline the national data and statistics’ systems, to be able to record this data. We hope to publish this report every three years, supplemented with release of annual summaries on inclusion of new indicators, Public Sector Development Programme (PSDP) and Annual Development Plan (ADP) expenditures and new programs and change in legislations and policies. This report is a starting point, highlighting pertinent areas that can drive progress across Agenda 2030 especially post-pandemic: resilience; sustainable and inclusive economies; effective institutions; and harnessing data, science and technology. It also enables us to make effective policy choices of leaving no one behind, ensuring that our national efforts align with global cooperation and governance. While the report does not aim to reflect on sectoral priorities, it nevertheless provides a blueprint for overall progress of SDGs on available indicators in the country and outlines the challenges to be overcome in this decade of action. The Federal SDGs Support Unit has developed an SDGs Index which is based on the target value of each indicator by 2030 for better national tracking on an annual basis. Overall, Pakistan’s SDGs index score has increased from 53.11 in 2015 to 63.49 in 2020 i.e., 19.5% up from the baseline of 2015. This is a composite score. There are sectoral achievements at different levels. Considerable decline in extreme poverty, improvement in access to energy, increased industrial activities, reduction in maternal mortality, improvement in undernourishment, food insecurity, WASH, and housing, and finally, climate action. Notwithstanding that progress, this report also identifies areas that need urgent collective attention such as education, the children out of school, the proportion of youth not in education, employment or training, provision of decent work employment, implementation of climatic adaptation etc ³.

Challenges in assessing the impact of State interventions on SDGs are as follows:



Focus on Tracking expenditures using Annual Budget Statements, a restricted lens for SDG Financing includes:

- Tagging of current and development expenditures to goals and targets

³ DR. SHABNAM SARFRAZ, Member Social Sector and Devolution Ministry of Planning, Development and Special Initiatives, Pakistan at https://www.sdgpakistan.pk/uploads/pub/Pak_SDGs_Status_Report_2021.pdf

- Public Sector Development Projects' (PSDP) Analysis for alignment with SDG retroactively by federal and provincial SDG Units
- Mapping of PSDP Schemes to SDG Goals to plot current and development expenditures spent on SDGs during 2017-2019
- Aligning and plotting 136,000 cost centers to SDGs

2.2 Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation?⁴

“Mindsets affect the way we think, see (frame reality) and act.⁵ Mindsets are important because they shape the way people behave, i.e., how they act or conduct themselves, especially towards others. According to Dweck (1986), our mindsets play a massive role in the way we think something is possible and, in the actions, we believe are available and purposeful to take. In other words, mindsets comprise the attitudes and beliefs, worldview, and self-perception that matter for individuals as psychological factors governing how choices are made and habits are formed. These include value-based, motivational, or non-cognitive factors that can matter even more than cognitive factors for day-to-day decision-making.⁶

A belief is what we hold to be true.⁷ It is a conviction that not necessarily corresponds to reality that, however, influences a person's interpretation of and response to reality that, however, influences a person's interpretation of and response to events. Attitudes shape how we interact with the world based on how we see the world. So, while beliefs are in essence about how we see the world, attitudes are about how we interact with the world.⁸

New mindsets in the public sector should be built upon the key principles of the 2030 Agenda, including transformation, integration, leaving no one behind and universality and the 11 Principles of Effective Governance for Sustainable Development.⁹ For example, to translate the 2030 Agenda principle of protecting the "planet" into action, a mindset change is required among public servants and society to manage natural resources. Suppose we want to revert or prevent further environmental degradation. People's beliefs and attitudes towards the environment must then change from seeing the environment as a resource to be overexploited to a resource to be protected and safeguarded.

⁴ Based on the presentation delivered by Keping Yao, Senior Governance and Public Administration Officer, UNPOG, UNDESA

⁵ See Chapter 4 of the UNDESA Publication of Changing Mindsets to Realize the 2030 Agenda for Sustainable Development

⁶ Dweck, Carol S. et al. (2014) Academic Tenacity Mindsets and Skills that Promote Long-Term Learning. Bill & Melinda Gates Foundation. Retrieved from: <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>

⁷ <https://dictionary.cambridge.org/us/dictionary/english/belief>

⁸ The word was first used in 1930 to mean habits of the mind formed by previous experiences and mind was defined as deeply held beliefs, attitudes and assumptions about who we are and the world around us) The nature of mindsets, Ash Buchanan, 2017 available at <https://medium.com/benefit-mindset/the-nature-of-mindsets-18afba2ac890>

⁹ United Nations, 2015. Transforming our world: the 2030 Agenda for Sustainable Development A/RES/70/1. Accessed at: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

Equally, if not more important, is the need to strengthen public servants' competencies, which should be aligned to the new mindsets required to implement the SDGs. A competency is defined as “a set of related knowledge, skills and abilities that result in essential behaviors expected from those working for the Organization”¹⁰

In its work of developing a competency framework for public servants to achieve the SDGs, UN DESA, in collaboration with schools of public administration (Table 1.4), has identified key mindsets and associated competencies as critical to moving forward with the realization of the SDGs. They are forward-looking and describe officials' skills and attributes to build a new organizational culture and meet future challenges.

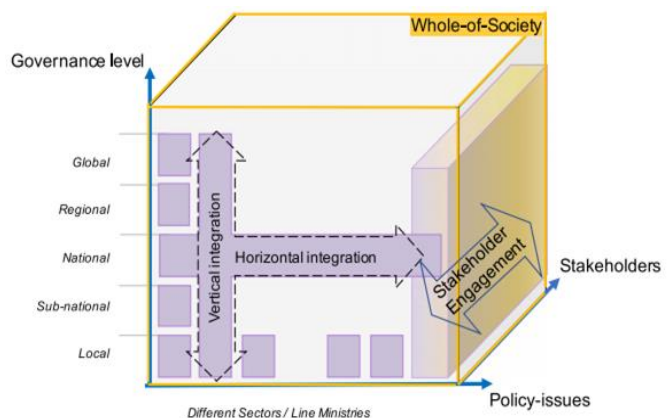
The competencies proposed in the UN DESA competency framework are designed to advance the achievement of all 17 Goals and 169 Targets of the 2030 Agenda. The framework helps to identify competencies that entail specific behaviors. Supporting mindset change calls for a practical focus on concrete behaviours associated with specific competencies that can function as vehicles for in-practice learning. Changing mindsets by doing and solving complex problems is a valuable approach. Playing out scenarios to do things differently and rehearsing what new behaviors would be like can bring about change in mindsets. UN DESA's competency framework is framed around the principles of the 2030 Agenda and the Principles of Effective Governance. It includes the following mindsets, beliefs, attitudes and competencies grouped around institutional effectiveness, accountability, and inclusiveness.

2.3 Collaborative and Agile Mindsets and breaking silos for Institutional Coordination in support of Policy Coherence & Systems Thinking¹¹

The collaborative mindset is crucial for achieving the SDGs

Policy coherence requires vertical and horizontal integration with teamwork developing in many directions

Policy integration *from an institutional perspective* involves **integration across sectors** and institutions (horizontal integration), actions that are **aligned across national and local government** and result in coherent outcomes (vertical integration) and **engages all stakeholders** in the realization of shared objectives (broad stakeholders participation). Other concepts like “**whole of government**” approach is also used- reflecting the above principles and referring to ministries, public administrations, agencies at different government level that collaborate to achieve a common solution to a problem or a “**whole of society**” approach referring to the engagement of non-state actors in achieving common solutions to a problem.



¹⁰ https://en.unesco.org/sites/default/files/competency_framework_e.pdf

¹¹ Based on the presentation delivered by Veronique Verbruggen, Senior Inter-regional Advisor, DPIDG, UN DESA

Equally, the pandemic has shown that the public institutions play a key role in taking action and delivering essential services like health, education and food security. However, we need to ask ourselves whether our institutional capacity can deal with the challenges we are facing in the current very complex context having to deal with many uncertainties.

The need to legitimize decisions is related to the issue of “trust” and public legitimacy. Trust is an important indicator to measure how people perceive the quality-of-service delivery, the reliability of the public institutions, data openness and the level of preparedness to a new pandemic which we also call the level of resilience. Greater public trust has been found to improve compliance with regulations and tax collection, even respect for property rights. It gives confidence in investors and consumers. Early evidence has shown that higher confidence in public institutions is associated with lower COVID mortality rates.

Trust levels in many OECD countries decreased in 2021. Historical data show that it takes a long time to rebuild trust when it is diminished; it took about a decade, for example, for public trust to recover from the 2008 crisis. This is why countries urgently need to invest in re-establishing trust to tackle the policy challenges ahead.

There is also a tendency that public institutions focus too much on magnifying one isolated problem and trying to find solutions for issues in an isolated manner whereas the reality, in particular since the pandemic, has proven that we are dealing with very complex matters that cannot be dealt in isolation and that have unforeseen outcomes.

Earlier reference has been made to the 11 Principles of Effective governance that are key to implement the SDGs successfully. It requires as I have mentioned certain competencies to perform functions effectively. Sound policymaking means that public policies are to be coherent, and evidence based. Even if the interconnection between policies is understood – in line with the breakout exercise that we asked you to do related to the Indian Basin River case study, what is important is that ministries need to collaborate with each other, with local government and with the private sector, the civil society organization, and the academic world.

The issue of policy coherence is not new. The concept became important in relation to environmental governance based on the realization that climate change has an impact on economic development. Policy coherence for sustainable development is addressed in goal 17 and the target 17.14.

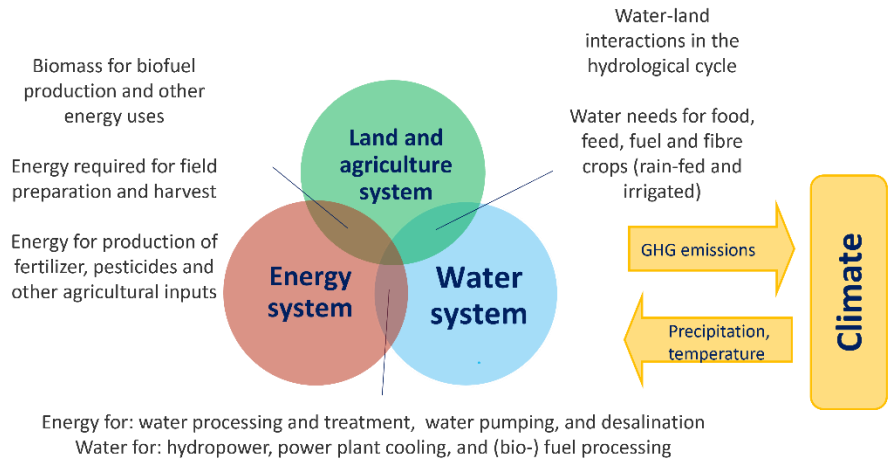
At the basis of strengthening policy coherence among policies lies **system thinking**. In an earlier slide it was also said that systems Thinking (ST) capacities are required. System thinking capacity is the capacity to consider systemic effects of policies and actions for translating knowledge on SDGs interactions into practice. A system thinking approach is an approach that allows us to better understand and forecast the outcomes of our decisions, across sectors, economic

It emphasizes the system, being made of several interconnected parts, rather than focusing on its individual parts. This picture illustrates that we can never anticipate the consequences of decisions or interventions unless we understand the interconnections between the decisions we take. E.g., if you do not consider the consequences of policies or decisions taken, you cannot anticipate the risks involved by not doing so and not be properly prepared for the consequences. System thinking helps to anticipate unexpected consequences and be better prepared.

There are different methodologies to apply system thinking. One of the capacity building project that UNDESA delivers is related to modelling related to strongly interconnected policies that relate to water, energy and land systems that are impacted by climate change or have an impact on climate change. CLEWS modelling identifies and quantifies the synergies (which means that policies have a positive impact on each other/ reinforce each other's impact) and trade offs (which have a negative impact on each other) in case of simultaneous implementation. When people understand the type of interconnections, it is important to take this into consideration into policy making.

Relation between policy & institutional coherence vs. digital government

- Assumption: “digitization will change the institutional culture of a government/ culture”
- IT designers understand technology, but not the realities of government & Government officials and politicians understand the realities of government, but not the technology
- A management structure to implement the strategic decisions for transformation needs to be established
- Developing effective work processes require understanding of how policies are interconnected
- Progress toward coherence requires inter-office coordination/ agreement on who will do what
- Human Resource Development Planning is required: availability of qualified staff

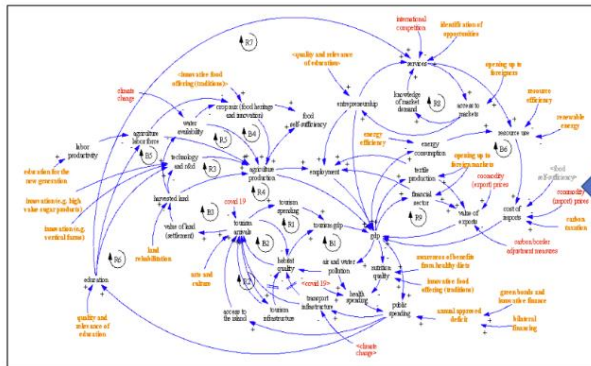


Institutional coherence as a precondition for policy coherence

- Systematically identify relevant linkages across the sectors and domains and consider those linkages in design of policies
- Policies are consistent across sectors and scales (from local to global);
- Involvement of relevant stakeholders in design, implementation, monitoring and evaluation;
- Adequate resources are provided for implementation at all levels and at all scales.

Incongruence btw organizational structure vs. interdependence of policy problems

Interconnections btw policies



Policy formulation, planning & implementation in bureaucracies



Key recommendations on how to move your administration up the scale – where to start?

- Establishing a high-level interagency committee, hosted by a high-ranking ministry, or preferably by the center of government.
- Establishing a coordinated institutional mechanism.
- Conducting simulation and mapping exercises: “integrated policy analysis”.
- Arranging multi-stakeholder consultation forums
- Ensuring SDGs are visible and mainstreamed in national policy, development strategy and planning, and budgeting.
- Requesting strategic impact assessments of draft policy bills
- Imposing sectoral mandates and reporting requirements
- Engaging in international cooperation and peer learning

3. Exploring Mindsets: Innovation, Inclusive Mindsets and Digital Governance Mindset/ Action Planning

3.1 Experimental, Innovation Mindset and Transformational Leadership Mindset¹²

What is an Innovation/Experimental Mindset?

Institutional Effectiveness
Innovative/ Problem-solving Experimental Mindset
<p>BELIEFS: Human capacities are not fixed; it is possible to continuously improve through efforts and learning</p> <p>ATTITUDES: Is a risk-taker, eager to experiment, problem-solver, creative, resilient, driven and motivated to achieve excellence, thinking outside of the box</p> <p>COMPETENCIES: An experimental problem-solving/experimental mindset is characterized by strategic problem-solving to develop and break down problem scenarios to ensure solutions that can be presented in a stepwise approach towards the achievement of a target; creativity to actively seek to improve programmes or services, offering new and different options to solve problems and meet client/citizen needs and innovation to value the improvement of process and new solutions in work situations, while perceiving different and novel ways to deal with public challenges and opportunities.</p>

Key Features of the Growth Mindset

- The view you adopt for yourself profoundly affects the way you lead your life.
- The fixed mindset encompasses the belief that your qualities are fixed and this creates an urgency to prove yourself over and over.
- People in a growth mindset thrive on challenges. They find success in doing learning and improving.
- *“Everyone is actually a mixture of fixed and growth mindsets, and that mixture continually evolves with experience. A “pure” growth mindset doesn’t exist, which we have to acknowledge in order to attain the benefits we seek.” (Carol Dweck)*

An Innovation Mindset requires Experimentation

- An experiment is a structured process that helps us learn what works and what doesn’t.
- It is not the only form of learning but it is essential when seeking solutions to wicked problems.

¹² Based on the presentation delivered by Cristina Rodriguez-Acosta, Senior Inter-regional Advisor, UN DESA

- Experimentation reduces risk by failing fast and early, allowing for detailed improvements and fine tuning and it is relatively cheap

An experiment always has these characteristics

- **Learning** is the priority: creating better intelligence by testing ideas in reality
- **Testing or trialing** a defined idea or hypothesis
- A **structure**: a systematic process that allows learning to happen
- **Timelines**: there are limits or checkpoints set from the start at which results are assessed and decisions made

A few points on contemporary thinking on leadership

Good leadership makes a difference.

Leadership (doing the right things) is different from management (doing things right).

Leadership is not just about personal charisma or about one person on top of a pyramid - everybody can be a leader.

Leadership is more about making change happen than it is about managing the status quo.

Leaders should have a good understanding of their own selves.

Key messages on Transforming individuals

- Transforming individuals involves transforming **competencies and mindsets** (the hardest part).
- Leadership is a key factor— leaders must embrace new competencies and mindsets themselves first.
- Good leadership makes a difference.
- Leadership (doing the right things) is different from management (doing things right).
- Leadership is not just about personal charisma or about one person on top of a pyramid - everybody can be a leader.
- Leadership is more about making change happen than it is about managing the status quo.
- Transformational leadership transforms institutions, organizations, individuals, and societies.
- For the 2030 Agenda, it is essential to have clear top-down and vibrant bottom-up planning, decision-making and communication structures, and processes.
- Leaders should have a good understanding of their own selves.

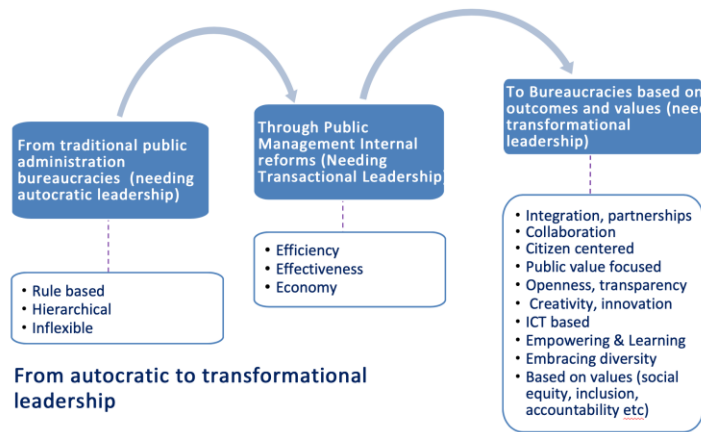
Transformational leadership also transforms institutions, establishing new organizations or strengthening organizations, laws, and rules to effectively support the implementation of the SDGs.

Institutional development involves organizational design, systems design, policies, laws, rules and regulations, leadership development, human resources development, and changing mindsets to positively change behavior and culture in organizations and in society.

Some people will upskill and shift their own mindsets faster than others. These “early adopters” are vital for others to emulate and so envelop transformation in a new culture.

New orientations for competencies and mindsets

- **Innovation** – regularly imagining and implementing new things that add value.
- **Citizen engagement** – systematically involving citizens in many stages and levels of public service.
- The new orientations are best led by leaders with an **Innovation/Experimental Mindset** (which is a combination of Learning, Collaborative and Leadership Mindsets).



How to encourage learning in your organization¹³

Supportive learning environment	Concrete learning processes and practices	Reinforcing leadership behaviour
Psychological safety: To learn, people cannot fear being belittled or marginalized if they disagree or ask naive questions. They need to feel comfortable.	Learning environment arises from a series of concrete steps and widely distributed activities.	When leaders actively question and listen to employees—prompting dialogue and debate—people feel encouraged to learn.
Appreciation of differences: learning occurs when people become aware of opposing ideas.	It requires the generation, collection, interpretation and dissemination of information. I.e. experiments, intelligence gathering, technological trends, education and training.	If leaders signal the importance of spending time on problem identification, knowledge transfer, and reflective post-audits, these activities are likely to flourish.
Openness to new ideas: Employees should be encouraged to take risks and explore the untested.	Knowledge must be shared across individuals, groups or the whole organisation - moving laterally or vertically.	When leaders demonstrate through their own behavior a willingness to entertain alternative points of view, employees feel emboldened to offer new ideas and options.
Time for reflection: when people are overstressed their ability to think analytically and creatively is		

¹³ HBR details the building blocks required to create a learning organization <https://hbr.org/2008/03/is-yours-a-learning-organization>

compromised. They need protected time to do this.		
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3.2 Promoting an Inclusive Mindset in the Public Sector to Leave No One Behind¹⁴

1. Importance of Promoting an Inclusive Mindset to Leave No One Behind

In general, mindsets provide the basis for decisions, where humans cognitively make choices based on habits, beliefs, values, and behavioral biases. Among a variety of mindsets, building an inclusive mindset in the public sector has become a priority for ensuring inclusiveness and leaving no one behind due to the increased social inequality between different social groups and even within the same social group. An inclusive mindset embraces assumptions, perspectives, and behaviors that are based on and promote inclusiveness.

Promoting an Inclusive Mindset to Leave No One Behind is important as it can transform the mindsets of public servants for building an inclusive and people-centered society. An inclusive mindset is critical particularly for delivering inclusive public service and promoting engagement and participation of marginalized and vulnerable people in the policy processes. Vulnerable people can be empowered to become ‘agents of innovation & development, and there is a need for a holistic approach at the individual, organizational, and institutional/societal levels.

2. What is an Inclusive Mindset?

MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Inclusive Mindset 	All people are equal in dignity and rights and deserve equal opportunities for a better life.	Is committed to treating everyone with dignity and respect; empathy, tolerance, solidarity, and no discrimination.	Competencies that are linked to this mindset are: respect for diversity, and non-discrimination to promote public sector workforce diversity, and in line with SDG 16.7, ensure responsive, inclusive, participatory, and representative decision-making at all levels; inter-generational equity to ensure prosperity and quality of life for all, noting especially the needs of today’s children and how current actions may jeopardize the basic needs of future generations; empowerment and participation and develop awareness of own and communities’ beliefs, values and expectations and ensure a culture of caring; and negotiation and facilitation to find solutions to a shared problem. Successful negotiators will analyze a problem, identify the interested parties, and reach a consensus. Communication, persuasion, planning, strategizing, and cooperating are essential skills of negotiation and facilitation.

The Competencies and Skills for an Inclusive Mindset are listed below:

¹⁴ Based on the presentation delivered by Mi Kyoung Park, Governance and Public Administration Officer, DPIDG/ UNPOG, UN DESA



3. Promoting an Inclusive Mindset in the Public Sector: Challenges & Strategies

Such vulnerabilities are compounded by several newly emerging challenges arising from climate change, urbanization, public health emergencies, such as COVID-19, as well as the 4th Industrial Revolution and the accelerated pace of digital transformation. The latter risks further exacerbating existing digital divides between rural and urban, youth and older persons, and men and women, which in return will further widen socio-economic inequalities. This situation has led many countries to step up their efforts to implement a national strategy for building an inclusive society. This includes possible actions to unlock the full potential of all people by leveraging society's collective intelligence and by mobilizing whole-of-society efforts, including by empowering vulnerable groups as agents of change and promoting the well-being of all.

There is a wide range of challenges in the public sector towards developing an inclusive mindset, the major challenges are:

- **Lack of commitment** to inclusion
- **Implicit biases, prejudice, stereotypes, and discrimination**
- **Lack of capacities** to address the **challenges of vulnerable people**
- **Lack of capacity for collaboration with other stakeholders** and **empowering** those who are vulnerable or in vulnerable situations

Developing an inclusive mindset in the public sector requires strategies and approaches to enhance capacities at individual, organizational, and institutional levels:

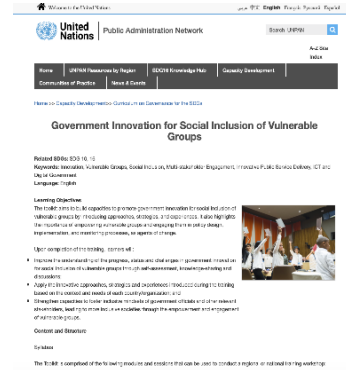
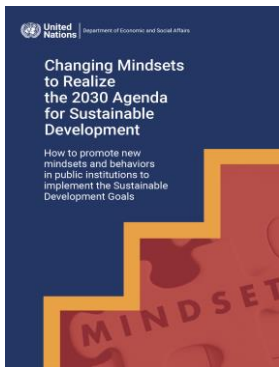
- **Strategy 1: Raising awareness** on the importance of an inclusive mindset as a core driver for building effective, accountable, and inclusive public institutions
- **Strategy 2: Promoting leadership** development for inclusiveness
- **Strategy 3: Instituting a legal and regulatory framework** to promote an inclusive mindset
- **Strategy 4: Promoting an inclusive mindset** by fostering **values of inclusiveness at the organizational and institutional levels**
- **Strategy 5: Setting up a new competency management framework** that focuses on inclusiveness
- **Strategy 6: Adopting a whole-of-government approach** to developing an inclusive mindset
- **Strategy 7: Promoting effective monitoring and evaluation**
- **Strategy 8: Developing incentives and reward mechanisms**

Challenges, required competencies, and strategies needed to promote an inclusive mindset in the public sector to leave no one behind are summarized in the Table below.

CHALLENGES	REQUIRED COMPETENCIES	STRATEGIES
<ul style="list-style-type: none"> • Lack of commitment to inclusion • Implicit biases, prejudice, stereotypes and discrimination • Lack of capacities to address the challenges of vulnerable groups • Lack of capacity for collaboration with other stakeholders and empowering those who are vulnerable or in vulnerable situations 	<ul style="list-style-type: none"> • Emotional intelligence • Communication • Respect for diversity, including flexibility and adaptability • Negotiation and facilitation • Engagement and collaboration with other stakeholders 	<ul style="list-style-type: none"> • Strategy 1: Raising awareness of why an inclusive mindset is a core driver for building effective, accountable, and inclusive public institutions • Strategy 2: Promoting leadership development for inclusiveness • Strategy 3: Instituting a legal and regulatory framework to promote an inclusive mindset • Strategy 4: Promoting an inclusive mindset by fostering values of inclusiveness at the organizational and institutional levels • Strategy 5: Setting up a new competency management framework that focuses on inclusiveness • Strategy 6: Adopting a whole-of-government approach to developing an inclusive mindset • Strategy 7: Promoting effective monitoring and evaluation • Strategy 8: Developing incentives and reward mechanisms

Developing an inclusive mindset in the public sector is key to leaving no one behind and building an inclusive society, particularly considering the multi-dimensional and dynamically evolving vulnerability of different groups. Moreover, vulnerable groups, especially people living in poverty, the working poor, women and children, persons with disabilities, and other marginalized groups, have been disproportionately hit by the COVID-19 Pandemic. The impact of the pandemic on vulnerable groups will have not only immediate consequences but also indirect and long-term consequences. In this context, building an inclusive mindset in the public sector has become an even more urgent task than in the past. Changes in public servants' values, beliefs, attitudes, and behaviors towards inclusion are critical for a public sector that effectively addresses the needs of those furthest left behind.

To know more information about the Inclusive mindset, please access the [Report on Changing Mindsets to Realize the 2030 Agenda for Sustainable Development](#) - Chapter 6: Promoting an Inclusive Mindset in the Public Sector to Leave No One Behind and the [Toolkit on Government Innovation for Social Inclusion of People in Vulnerable Situations](#).



<https://unpan.un.org/node/1479>

<https://unpan.un.org/node/585>

3.4 Digital Data Governance and Digital Mindset¹⁵

Introduction to Digital Data Governance

The term **data** is simply defined as “**facts and figures**”. Each piece of data is a little fact that does not mean much on its own. The word data can be used for a singular fact or a collection of facts. It comes from the Latin word datum, meaning “something given or admitted especially as a basis for reasoning or inference” (*Merriam-webster online dictionary*).

Digital data is “a reinterpretable representation of information in a formalized manner, suitable for communication, interpretation or processing”, which is authored by people or generated by machines/sensors, often as a by-product (*UN DESA, 2018*)

Data grows rapidly, will increase more than fivefold from 33 zettabytes in 2018 to **175 zettabytes in 2025** (Note: One zetta is a “1” followed by 21 zeroes)

Close to 50 per cent will be stored in the public cloud (2020 UN E-Government Survey)

Paradoxes around government data:

1. Data is not only an **input**; but also **output** of e-government
2. Data is used in **both front- and back-office** of e-government
3. **Some data are used; many are not**, including those generated through e-services
4. Data is not used **optimally**; some are **misused**
5. While there is a **lack of data**, there is also **data and information overload**
6. Government’s triple role: **producer, consumer and regulator** of data

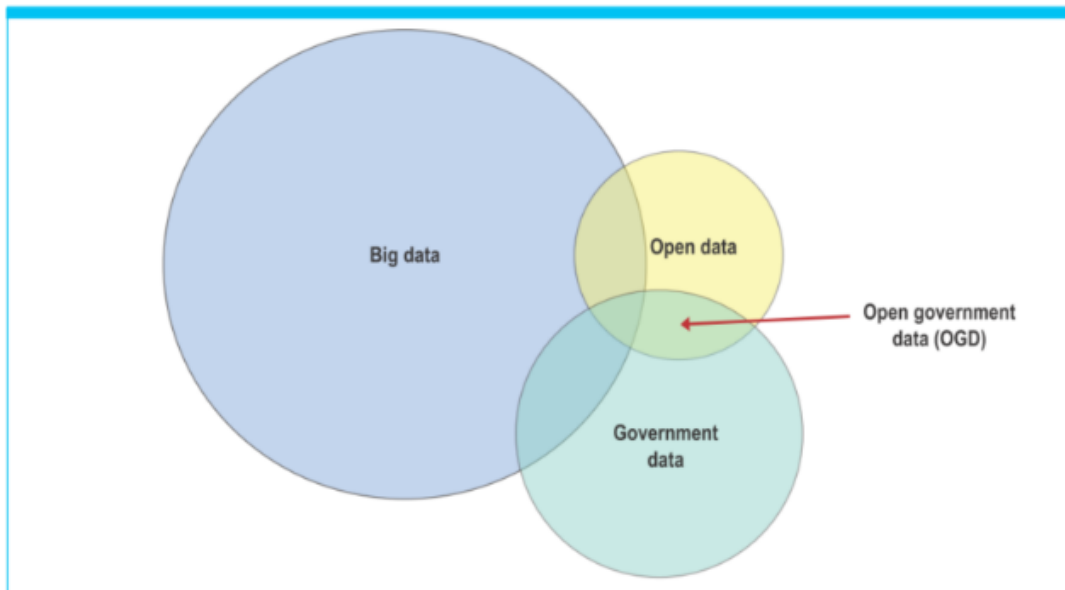
¹⁵ Based on the presentation delivered by Keping Yao, Senior Governance and Public Administration Officer, UNPOG, UN DESA

“With their ... volume, **variety, velocity and value**, data are sometimes referred to as “oil” or “gold”, reflecting the perception that data represent the **fuel or currency** for government” (2020 UN E-Government Survey; chapter 6).

Types of government data

- Census and survey data
- Administrative data
- Open government data
- Geospatial data
- Real-time data
- Big data

There are also different types of data: public data, private business data, and personal data.

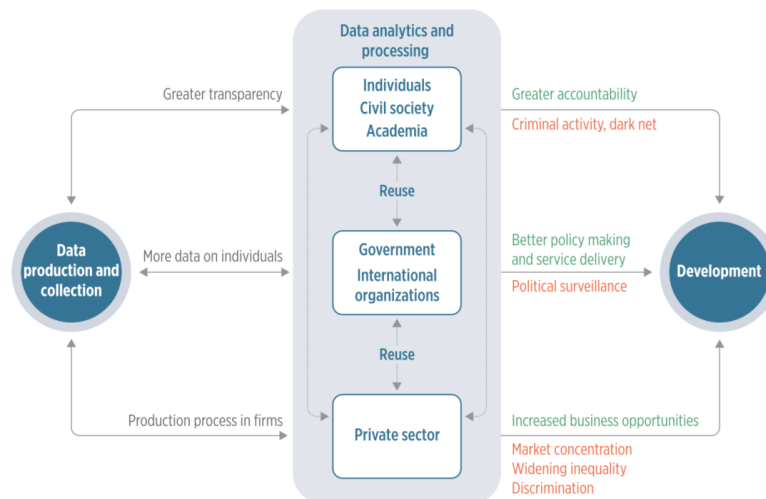


The principles of effective data governance for sustainable development

	Commonly used strategies to operationalize the principles	
Essential elements and related principles	Direct relation to data governance, strategies or policies	Indirect relation to data governance, strategies or policies
Effectiveness: competence, sound policymaking, collaboration	<ul style="list-style-type: none"> Data sharing Investment in e-government Strengthening national statistical systems Monitoring and evaluation systems 	<ul style="list-style-type: none"> Strategic planning and foresight Results-based management Performance management Financial management and control Risk management frameworks Science-policy interface Network-based governance
Accountability: integrity, transparency, independent oversight	<ul style="list-style-type: none"> Proactive disclosure of information Open government data Registries of beneficial ownership Lobby registries 	<ul style="list-style-type: none"> Budget transparency Independent audit
Inclusiveness: leaving no one behind, non-discrimination, participation, subsidiarity, intergenerational equity	<ul style="list-style-type: none"> Data disaggregation Universal birth registration 	<ul style="list-style-type: none"> Accessibility standards Participatory budgeting Multilevel governance Strengthening urban governance Long-term territorial planning and spatial development

Source: United Nations, Economic and Social Council, "Relating the principles of effective governance for sustainable development to practices and results: note by the Secretariat", E/C.16/2019/4 (23 January 2019), annex, available at <https://undocs.org/en/E/C.16/2019/4>.

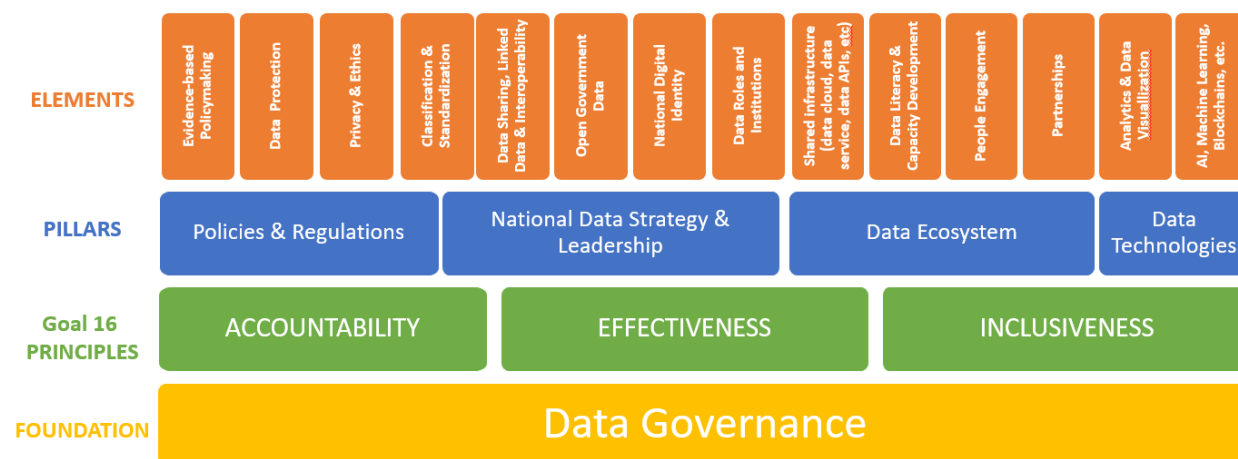
How can data support sustainable development?



Source: WDR 2021 team.
 Note: Positive impacts are shown in green; negative impacts are shown in red.

Data Governance Framework

Data Governance is the organization and implementation of **policies, procedures, structure, roles, and responsibilities** which outline and enforce rules of engagement, decision rights, and accountabilities for the effective management of data assets.



Key elements of data governance frameworks

Key elements	Description	Examples
Data Protection	Data protection is protecting data against unlawful or unauthorized processing, access, loss, destruction or damage.	General Data Protection Regulation, 2018; binding for European Union member States. This Regulation lays down rules relating to the protection of natural persons with regard to the processing of personal data and rules relating to the free movement of personal data.
Privacy & Ethics	Privacy and ethics approaches include data triangulation, data minimization, data anonymization, differential privacy, and the use of synthetic data	Australia's Privacy Act of 1988 (Privacy Act) was introduced to promote and protect the privacy of individuals and to regulate agencies
Classification & Standardization	Data standardization and classification are necessary to ensure the consistency and compatibility of data and data-related processes in the public sector, especially in integrated or whole-of government contexts.	In the Republic of Korea, policies and guidelines focusing on data classification and standardization have been established, enforced and amended over the years to address emerging trends

<p>Data sharing, linked data and interoperability</p>	<p>There are various options for sharing, linking or exchanging data through platforms that offer advanced digital services, such as data APIs, data services or data markets. For such platforms, integration is key, and connectivity is critical. The ability to integrate across multiple systems, including legacy systems, is also required, as is the application of data- or user-centric policies such as the once only principle for data provision.[5]</p>	<p>A review of the 2020 MSQs indicates that more than 60 percent of the countries supplying relevant responses (91 of 148) have put such policies in place.</p>
<p>National Digital Identity</p>	<p>Digital identity plays a central role in digital government development and data applicability, as it provides the basis on which data can be safely and securely shared within and between agencies to improve public services and their delivery.</p>	<p>The success of e-government systems in Estonia is largely attributed to the country’s electronic identity (eID) system; all citizens are issued chipped identity cards that enable them to authenticate themselves electronically, obtain access to e-government and private services, and digitally sign documents</p>
<p>Shared infrastructure (data cloud, data service, data APIs, etc.)</p>	<p>A strong infrastructure is a critical factor for data governance. Without affordable and widely available high-speed broadband Internet and safe and secure access to new technologies, the development of data governance will be limited.</p>	<p>Many Governments have started to move their services to the cloud. In Singapore, the Government announced in 2018 that some of its IT systems and resources would be moved to a commercial cloud, and within five years most of its systems would be moved</p>
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<p>Data roles and institutions</p>	<p>Many Governments are now hiring data scientists, recognizing that their role in government is as essential as that of statisticians, information officers, economists and other quantitative social scientists.</p>	<p>In USA, the first chief data officer was appointed in 2015</p>
<p>Data literacy and Capacity development</p>	<p>Some Governments lack the requisite capacities to fully develop the potential of government data.</p> <p>Strengthening data literacy and capacities enables public administrators to navigate the new data realities, confidently pursue identity plays a central role in digital government development and data applicability, as it provides the basis on which data can be safely and securely shared within and between agencies to improve public services and their delivery.</p>	<p>The Access-to-Information (a2i) initiative is the flagship programme of Digital Bangladesh.</p>
<p>Data partnerships</p>	<p>Partnerships constitute an essential component of the data ecosystem. Governments cooperate with public and private actors to drive data innovation for the creation or modification of e-services with the aim of increasing economic or social benefits or otherwise generating public value.</p>	<p>With the technological support of Alibaba, the Hangzhou municipal government, China developed health code in a short time to help governments identify people potentially exposed to COVID-19.</p>

Key messages of Data Governance

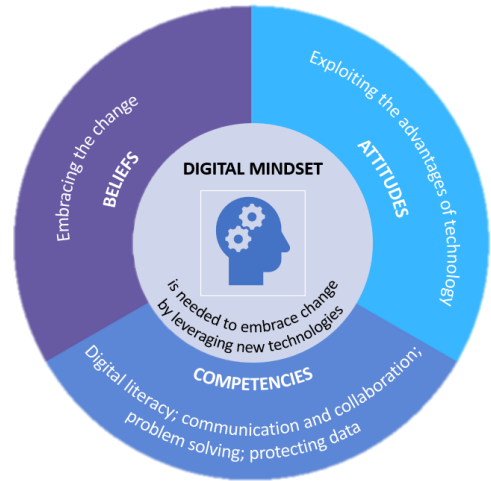
- Optimizing the use of data will **increase the productivity, accountability, and inclusivity of public institutions**, in line with the principles embodied in Goal 16 of the 2030 Agenda.
- A data-centric government will also help **build trustworthiness and public trust**.
- **Many benefits around government data have yet to be realized**, especially in countries in special situations. The greatest obstacles to progress include a general lack of understanding of data and data science, low political priority and the absence of data leadership, resource constraints, and concerns about data quality, security, and privacy.
- **Harvesting public value from data requires a long-term vision and approach** that involves mastering the economics and politics of data governance and management and effectively navigating the evolving data security and privacy landscape. As data governance encompasses much more than technical functions,

Governments must employ a **holistic, whole-of-government approach in developing an overarching data governance framework, supported by a national data strategy/policy, strong data leadership and a data ecosystem.**

Digital Mindset

A digital mindset is not just the ability to use technology, but it is a set of behaviors and attitudes; it is a change of public institutions’ capacities needed to keep abreast of technological developments and understand the applicability (benefits and risks) of digital technologies to solve complex problems.

Digital transformation requires abilities to apply technology to appropriate tasks within government, seeking effectiveness, and transparency of government processes, reorganization of work, and continuous training.



Training Toolkit on Data Governance

Dashboard / Courses / [DESA](#) / Self-paced courses / Digital Government / Data Governance Turn editing on

Data Governance

This module presents an online training Toolkit on Data Governance, based on data and analytical findings of the 2020 UN E-Government Survey. The objective of the module is to empower public administrators and other stakeholders of digital government with knowledge and practical skills related to data governance to support the achievement of the UN Sustainable Development Goals (SDGs).

Examples of SDGs that can benefit from effective data governance include: Target 16.7 **“ensuring responsive, inclusive, participatory and representative decision-making at all levels”**; Goal 16 **“to build effective, accountable and inclusive institutions at all levels”**; Target 16.10.2 **“enhancing public access to information”**; and Goal 9 **“industry, innovation and infrastructure”**. But, all SDGs can benefit from generating better data for monitoring and tracking progress.

4. Annexes

Annex 1: How to Practically Apply the Learnings and Key Elements of an Action Plan

From Thinking to Action: Two general criteria to select the best solutions

1. VALUE

What net benefits will this solution will bring and to whom?

In financial terms this is **(Benefits – Costs) X Risk**, but not all value is financially measurable.

2. FEASIBILITY

How likely is the successful completion and operation of this solution? How big are the disruptions on the way?

This takes into account capabilities of implementation as well as obstacles.

RED is where most value probably lies

FEASIBILITY Easy Difficult	You should have already taken these actions.	You should be taking these actions now!
	You should postpone these actions.	You should seriously plan to make these actions happen soon.
	Low	High

VALUE

From Thinking to Action: Specific criteria to select the best solutions

Besides **Value** and **Feasibility**, there are often many criteria that are specific to the issue, such as:

Impact on a specific set of people (and ensuring nobody is left behind).

Impact on trust and transparency.

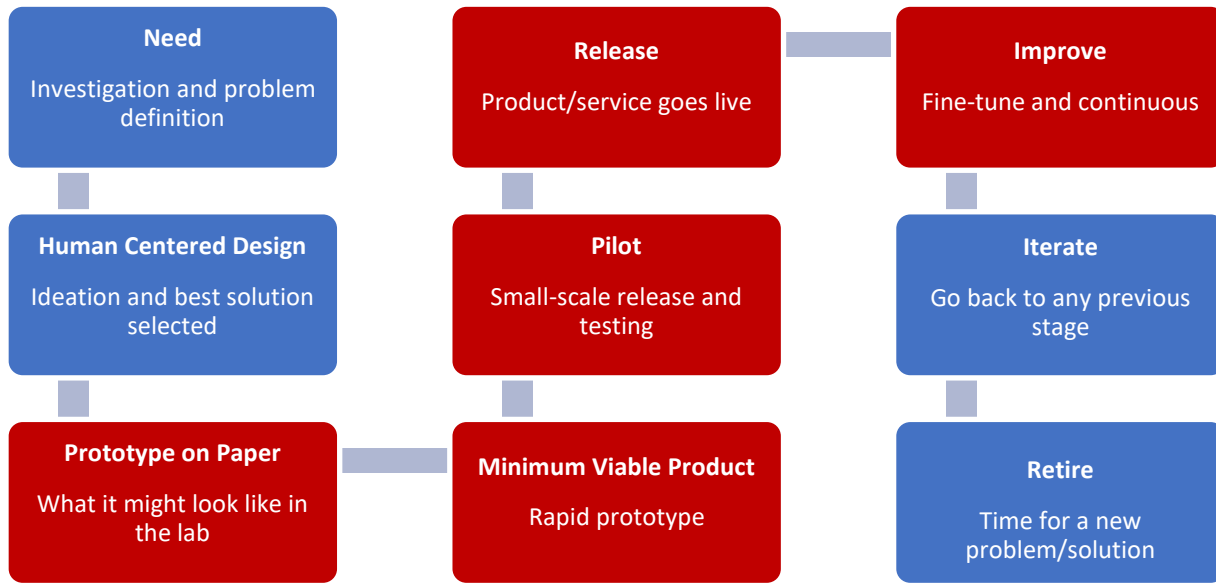
Fine-tuning the timing of implementation.

Managing temporary disruptions.

Impact on learning and ability to change.

... and many others according to each case.

Design Thinking Pathway to Action



Elements	Challenges	Actions
Group 1. Actions to Promote Transformational Leadership Mindset at individual level and organizational level (1)	1.1 Fear of failure restricting experimentation and free thinking	1.1.1 Re-orient the existing accountability framework encouraging experimentation and free thinking 1.1.2 Initiatives should be rewarded on the basis of ideation, design and effort and not the outcomes.
	1.2 Culture and working environment	1.2.1 Establishing innovation lab with rewards for ideation, co-creation and innovation encouraging inclusive and learning culture. 1.2.2 Payoff structure linked with learning.
	1.3 Hierarchical structure with propensity to centralize or concentrate power	1.3.1 Delegation of power by introducing amendments in legal framework 1.3.2 Meaningful devolution of service delivery at the lowest tier of the government by introducing an inclusive and empowered local government system.
Group 2. Actions to Promote Transformational Leadership Mindset at individual level and organizational level (2)	2.1 System disincentivises transformational leader mindset	2.1.1 Devise a system of incentives to encourage a transformational mindset 2.1.2 Develop transformational performance measurement paradigm
	2.2 Collaboration and Coordination amongst various stakeholders	2.2.1 Establishment of a high power consultative forum 2.2.2 SOPs must be developed for collaborative decision making
	2.3 Fear of Accountability	2.3.1 Formulate a policy for security of tenure 2.3.2 Put in place measures to provide protection against arbitrary and whimsical administrative and legal actions

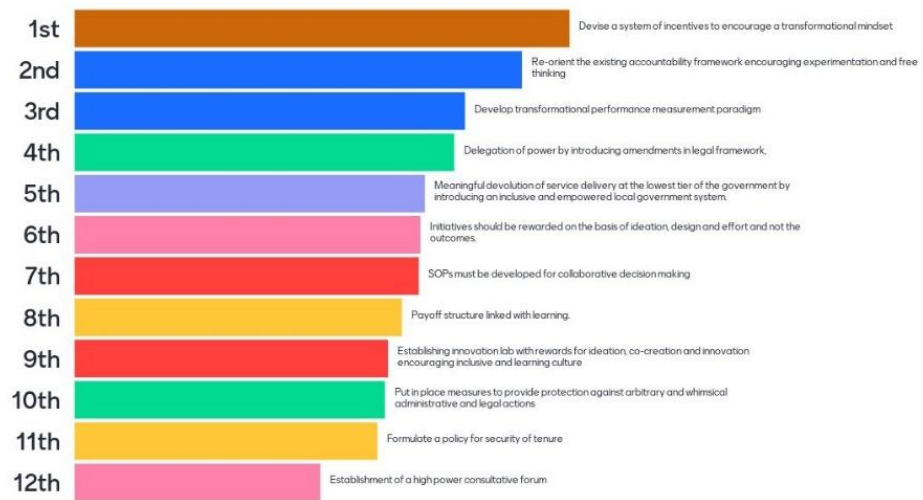
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Group 3. Actions to Promote a Collaboration Mindset at individual level and organizational level	4.1 Trust deficit in the public and private mode of collaborative action	4.1.1 Pre-project Orientation sessions 4.1.2 Mutually agreed concessionaires
	4.2 Risks (financial, social and environmental risks)	4.2.1 Risk assessment through RMU (risk management unit). 4.2.2 Social/environmental impact analysis-keeping in mind inclusivity and diversity.
	4.3 Security challenges	4.3.1 Special protection units for protection of high end investors. 4.3.2 Community stakeholder engagements.
Group 4. Actions to Promote an Inclusive Mindset at individual level and organizational level	4.1 Selective biases including gender, culture , stereotyping etc.	4.1.1 Cultural and gender sensitization workshops for public managers 4.1.2 Developing KPI's for inclusive performance evaluation
	4.2 Hierarchical and structure of public organizations	4.2.1 Adoption of new public management system 4.2.2 Delegation of decision making
	4.3 Lacking esprit de corps	4.3.1 Regular team building exercises/workshops 4.3.2 Peer review at all levels
Group 5. Actions to Promote an Innovation Mindset at individual level and organizational level	5.1 Lack of HR capacity	5.1.1 Incentivized Skill based Training leading to innovation 5.1.2 KPI based monitoring and evaluation
	5.2 Functional Fixedness	5.2.1 Inclusive awareness sessions 5.2.2 Linking organisational systems with experts and industries
	5.3 Lack of digital infrastructure	5.3.1 Automation and integration of organisational processes. 5.3.2 Introduction of Data Analytics in organisations
Group 6. Actions to Promote a Digital Mindset at individual level and organizational level	6.1 Lack of HR capacity and resources	6.1.1 Recruitment of IT skilled HR, Capacity building of existing HR 6.1.2 Upgradation of IT equipment (software and hardware)
	6.2 Non-conformity of existing rules/procedures with digital governance	6.2.1 Formation of a working group of all stakeholders to review the existing rules and regulations for digital-governance to make an agreed legal framework 6.2.2 Orientation of all officials/officers of all departments for the re-drafted legal framework
	6.3 Authenticity/Accuracy/Quality of Data	6.3.1 Open access to data of all departments with read-only option 6.3.2 Third Party Validation of existing data to check accuracy

Annex 2: Prioritization and Decision-Making for Changing Mindsets for Public Sector Transformation in Pakistan

In their groups discussion, at the end of the training civil servants identify key actions to promote changing mindsets for public sector transformation in Pakistan as follows:

Recommendations on Key actions to Promote Transformational leadership Mindset at Individual and organisational level



Recommendations on Key actions to Promote Collaboration Mindset at Individual and organisational level



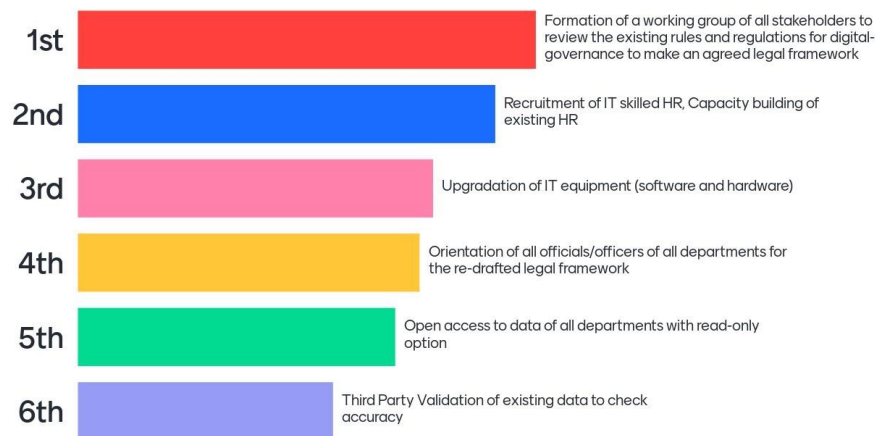
Recommendations on Key actions to Promote Inclusive Mindset at Individual and organisational level



Recommendations on Key actions to Promote Innovation Mindset at Individual and organisational level



Recommendations on Key actions to Promote Digital Mindset at Individual and organisational level



Please provide any other recommendation

Measures should be taken for developing a digital mindset through orientations with examples.	financial resources and broad-based consultation process is common factor in promoting all kinds of mindsets	As no one mindset may be applicable on all situations the ability to choose amongst the befitting one or a combination/over layering may also be possible on case to case basis
NA	None	inculcate empathy, humility and inclusiveness
NIL	Digital Mindset requires proper framework to work in an environment which is synergized at all levels of the government like federal, provincial and local.	an open, safe and conducive work environment to be provided
Replacing exclusive Job descriptions	Give security of tenure and safeguard against arbitrary court action to officers so that they can try different types of innovative, experimental etc. models in their organizations without fear of politicians and whimsical orders of superior courts	Regarding digital governance, data may have a tendency for misgovernance as well. Tendency to profile the citizens and biased decisions, commercial use of dat and security sensitive data dissemination may have other consequences.
It remained a very useful exercise. It provide with an opportunity to learn new as well refresh various perspectives on mindset and its application in personal growth and achievement of organisational objectives.	none	Impact analysis of training workshopstraining to junior officers as well as new recruits
Delegation and devolution of powers is the right answer for many of the country ailments.	Change in mind Set means the change in the Education System from traditional to innovative, analytical based System.	Political ownership is crucial for digitization and e-governance. Without having a go-ahead from politicians any IT-based initiative is bound to fail.
Mindsets can be changed even if they are psychologically deep rooted, after all we do adapt to the changing times. Change can happen, in my humble opinion, by way of Success stories, Role Models, Evidence based Demonstration, Developing a need.	Political will and consistent policy framework at the higher level is required to be ensured for the over all mindset change in all areas	Institutions to encourage Data collection and its use for decision making be strengthened
some case studies from real time situations pertaining to different mindsets may have been made part of workshop	The SGDs goals should be included in the curricula across Pakistan. Media should be sensitized of the importance and it should be mandatory to arrange programs. The evaluation and monitoring should be a regular feature and realistic picture be shared	collaboration between policy makers at different levels
To change mind set over all culture of organisation needs to be changed as mindset is out come for beliefs, thoughts, ideas, shared culture, behaviour, practices and perception about an organisation. Interventions are required at all levels.	We need to be specific about mindset. It means what kind of mind set we need? Innovative, collaborative, inclusive. It may be given enough time to understand and inculcate in the behavior of managers.	Inculcate ownership and appreciate any good work.

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For changing mindsets and promoting transformational leadership, trust on change champions within an organization especially with regards to shared values among the top tier and the people at the implementation level.

Only well trained persons with relevant education, experience and conceptual skills be given assignments at all levels, There should be strong technical evaluation and accountability of all the public office holders.

The tools and mechanisms used elsewhere in the world that successfully transformed the mindset of the leaders at all levels could add more value to the sessions.

for digital mindset automation is essential and accuracy of data should be ensured. For collaborative mindset, top leadership should be flexible and their training is necessary. for inclusiveness, empathy with the main stake holders is necessary

Annex 3: Agenda of Training of Trainers

Programme of the Training of Trainers – 30 June 2022

08:45 - 08:50 (5 mins)	<p>Introductions of the Members of the Teams: UN DESA, UNRCO, National Institute of Management, Lahore, National School of Public Policy</p> <p>Facilitated by Stefania Senese, Programme Management Officer, UN DESA</p>
08:50 – 09:00 (10 mins)	<p>Purpose of the Training of Trainers</p> <p>Adriana Alberti, Chief, PMCDU, DPIDG, UN DESA</p>
09:00 – 09:15 (15 mins)	<p>Training Expectation and Facilitation</p> <p>Mr. Sajid Siddique, Director General NIM, Lahore</p> <p>Mr. Shah Nasir Khan, UNRCO</p> <p>Facilitated by Stefania Senese, Programme Management Officer, UN DESA</p>
09:15 – 10:30 (75 min)	<p>Presentation of the Training Materials (Agenda, Facilitator's Guidance Manual, Activities</p> <p>Facilitated by Stefania Senese, Programme Management Officer, UN DESA</p>
10:30 -11:15 (45 mins)	<p>Q&A Session on the Presentation of the Training Materials</p> <p>Facilitated by Stefania Senese, Programme Management Officer, UN DESA</p>
11:15 am -11:30 am (15 mins)	<p>Conclusions</p>

Annex 4: Agenda of the Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan

Programme of the Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan – 22 and 23 August 2022

**Day 1 - Setting the scene: Why is changing mindsets critical to the implementation of the SDGs?
Exploring New Mindsets**

Time	Activity	Notes/ Learning outcome/ Link to worksheet	Resources
09:00 - 09:30 (30 mins)	Welcoming remarks, introduction by the facilitator and icebreaker	<p>Welcoming remarks and introduction by the facilitator</p> <p>Mr. Sajid Siddique, Director General NIM, Lahore</p> <p>Mr. Shah Nasir Khan, UNRCO (2 min)</p> <p>Ms. Stefania Senese, Programme Management Officer, DPIDG, UN DESA (2 min)</p> <p>Facilitators introduce themselves and any guest speakers and provide programme overview and the purpose and objectives for the week (10 min)</p> <p>Sumbal Agha, Directing Staff, SMC</p> <p>Aamir Fayyaz, Directing Staff, SMC</p> <p>Fazilda Nabeel, Provincial Coordinator UN</p> <ul style="list-style-type: none"> ➤ Icebreaker-Activity on the (5 min) ➤ Poll on level of participants' knowledge of the SDGs (using mentimeter) and review of results by the facilitator (5 min) <p>Video on the SDGs to be shared prior to the training: https://vimeo.com/304696041</p>	<p>Facilitators of the Day:</p> <p>Mr. Shah Nasir Khah, Head of RCs Office</p> <p>Slides Day 1</p> <p>Post-its and sharpies</p>
09:30 – 09:50	Pakistan's vision for public sector transformation to	<p>What is Pakistan's vision for public sector transformation to achieve the SDGs? Exploring the National SDGs Framework</p>	<p>Government of Pakistan and Shah Nasir Khah, Head</p>

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<p>(20 mins)</p> <p>09:50 - 10:10</p> <p>(20 mins)</p>	<p>achieve the SDGs: the National SDGs Framework</p> <p>Session I</p>	<p>Presentation about Pakistan's vision (20 min)</p> <p>DAY 1 A.1: Group activity - In groups of 8, discussions about 3 key challenges and 3 opportunities in implementing Pakistan's vision for the SDGs (14 mins)</p> <p>Reporting back - groups report back of a few groups (6 mins in total)</p> <p><i>Key messages: Understanding and discussing Pakistan's vision for public sector transformation to achieve the SDGs.</i></p> <p><i>Learning outcomes: Participants will increase their understanding of the importance of having a vision for public sector transformation to achieve the SDGs</i></p>	<p>of RCs Office</p>
<p>10:10- 10:45</p> <p>(35 mins)</p>	<p>What's a mindset?</p> <p>Session II.A</p>	<p>What's the Future like?</p> <p>DAY 1 A.2: Polak Game: Participants position themselves on a matrix as they respond to questions regarding their expectations and influence surrounding future-based questions.</p> <p><i>Key messages: Our mindsets and worldviews play a massive role in not only what we think is possible, but also in the actions we believe are available and purposeful to take. Mindsets affect behaviour. No one is neutral or objective.</i></p> <p><i>Learning outcomes: Participants recognize that they have mindsets and worldviews which shape their actions.</i></p>	<p>NSPP Facilitators</p> <p>- Two by two grid taped onto the floor - Polak slides</p>
<p>10:45- 11:00</p>	<p>BREAK</p>		
<p>11:00- 11:10</p> <p>(15 mins)</p>	<p>Why Changing Mindsets and Competencies are needed to implement the SDGs and to promote Public Sector Innovation and</p>	<p>Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation?</p> <p>Presentation (10 min)</p> <p>What we mean by mindsets, how they shape how we see, think and act.</p>	<p>Presentation by Keping Yao, Senior Governance and Public Administration Officer, UNPOG, UNDESA &</p>

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<p>11.10-11.40 (30 mins)</p> <p>11.40-12.00 (20 mins)</p>	<p>Transformation</p> <p>Session 2. B</p>	<p>Highlighting their importance when tackling complex challenges such as the SDGs. Highlighting the role of an experimental mindset when tackling SDGs and achieving the Agenda 2030. principles. Inputs provided by a guest speaker from the UN will be setting the scene for the 2030 agenda.</p> <p>DAY 1 A.3: Group activity - In groups of six people, discuss if and why changing mindsets in Pakistan is relevant to the promotion of change and achieving the SDGs. (30 mins)</p> <p>Reporting back of a few groups (20 mins)</p> <p><i>Key messages: The SDGs are complex challenges that require new ways of thinking and acting to tackle them in new ways (more experimental). Mindsets are at the core of the transition. Participants will identify and discuss challenges and opportunities in changing mindsets in Pakistan</i></p>	<p>Ms. Stefania Senese, Programme Management Officer, DPIDG, UN DESA</p> <p>Activity facilitated by the NSPP Facilitators</p>
<p>12:00 - 12:15 (30 mins)</p> <p>12:15- 12:45 (30mins)</p> <p>12:45 -13:15 (15 min)</p>	<p>Mapping the SDGs</p> <p>Group Activity</p> <p>Reporting Back</p> <p>Session 3.A</p>	<p>Mapping the SDGs- the Indus basin challenge</p> <p>DAY 1 A.4: Group activity - Issue mapping: Participants familiarize themselves with the Indus basin case, i.e., its key social, economic or environmental challenges and how they require changing mindsets and work collectively on a large 'issues map identifying the drivers behind the 17 SDGs, visualising how interconnected they are. Participants identify, in their own words, the challenges they face when working across multiple functions associated with these challenges.</p> <p>Reporting back (15 min.)</p> <p><i>Learning outcome: Participants identify not only the complexity and the interconnectedness of the SDGs, but the challenges they face when trying to implement the SDGs.</i></p>	<p>Facilitator and Shah</p> <p>Large sheet of flip chart paper per group</p> <p>Colourful pens</p> <p>Print out of SDGs for each table</p>

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13:15 - 14:15	LUNCH		
14:15- 14:35 (20 mins presentation)	Exploring Mindsets:	Collaborative and Agile Mindsets and breaking silos for Institutional Coordination in support of Policy Coherence & Systems Thinking	Veronique Verbruggen, Senior Inter-regional Advisor, UN DESA
14:35-15:00 (15 mins activity& 10 min reporting back)	The Collaboration Mindsets Session 3.B	Readiness Assessment linked to the case of Indus Basin River <i>Video on systems thinking (3 min)</i> Presentation (20 mins) DAY 1 A.5: Group activity - Break-out groups on Institutional Coordination and an Agile and Collaborative Mindset for SDGs Activity (15 min) and Reporting Back (10 min) Each group to select a Facilitator and Rapporteur <i>Key messages: During the wrap up, teams are asked to identify what qualities are required for successful collaboration - introducing the key concepts of Empathy, Humility, Trust</i>	
15:00 – 15:15	BREAK		
15:15 – 15:45 (30 min)	Knowledge Map - 10 mins intro - 10 mins w/s - 10 mins discussion Session 3.C	DAY 1 A.6: Group activity: Knowledge Map Using the 'working challenge', participants write out everything they know about the challenge on their knowledge map. <i>Learning outcome: Participants identify that much of what they 'think' and know about a challenge is limited by their own experience on it and it is based on assumptions.</i>	Resource WS2.2 Shah Nasi Khan, Head of RCs Office and Veronique Verbruggen, Senior Inter-regional Advisor, UN DESA
15:45– 16.30	Stakeholder	DAY 1 A.7: Group activity: Stakeholder Mapping	Resource WS2.3

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(45 min)	Mapping - 5 mins intro - 30 mins w/s - 10 mins discussion Session 3.D	Support participants in questioning where to start in understanding a challenge - through identifying who has influence and interest in the challenge. <i>Key messages: Participants identify the level of influence and interest that different stakeholders have in the "challenge". Supporting them to prioritize who should be engaged with and why.</i>	Shah Nasi Khan, Head of RCs Office and Veronique Verbruggen, Senior Inter-regional Advisor, UN DESA
16:30 - 17:00 (30 mins)	Wrap up/ reflection	Discuss takeaways, questions, thoughts, and concerns, invite feedback	

Day 2 - Exploring Mindsets: Innovation, Inclusive Mindsets and Digital Governance Mindset/ Action Planning

Time	Activity	Notes/ Learning objective/ Take away/ Link to worksheet	Resources
09:00 - 09:05 (5 mins)	Check-in	Check-in Remind participants of the day's agenda and objectives	Facilitator
09:05 - 09:30 (25 mins)	Day 2- Session 1	Experimental, Innovation Mindset and Transformational Leadership Mindset	Cristina Rodriguez-Acosta, Senior Inter-regional Advisor, UN DESA
09:30 - 09:50 (20 mins)	Experimental/ Innovation Mindset	Presentation from guest speaker linking the experimental/innovation Mindset (25 mins)	
09:50:10 - 10:10 (20 mins)	Growth and fixed Mindsets	DAY 2 A.1: Group activity (20 mins) Reporting back in plenary (20 mins)	

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		<i>Key messages: Learning is a process of experiencing, reflecting, conceptualising/iterating and experiencing again. Being curious and agile are fundamental to growth and learn.</i>	
10:10 - 10:25	BREAK		
10:25 - 10:45 (20 mins)	Day 2- Session 2 Inclusive Mindset	Inclusive Mindset Presentation from guest speaker linking to an Inclusive Mindset (20 mins)	Mi Kyoung Park, Governance and Public Administration Expert, UNPOG, UN DESA
10:45 - 11:05 (20 mins)		DAY 2 A.2: Group activity (20 mins)	
11:05 - 11:25 (20 mins)		Reporting back in plenary (20 mins) <i>Key messages: Learning outcomes: Participants are able to recognize features of an inclusive Mindset to Leave No One Behind</i>	
11:25 - 11:45 (20 mins)	Day 2- Session 3	Digital Data Governance and Digital Mindset	Keping Yao, Senior Governance and Public Administration Officer, UNPOG, UN DESA
11:45 - 12:05 (20 mins)	Digital Data Governance and Digital Mindset	Presentation on Digital Data Governance and Digital Mindset (20 mins)	
12:05 - 12:25 (20 mins)		DAY 2 A.3: Group activity (20 mins) Reporting back in plenary (20 mins) <i>Learning outcomes: Participants are able to recognize features of a digital data governance Mindset</i>	
12:25 - 13:25	LUNCH		

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13:25 - 13:55 (30 mins)	Day 2- Session 4 How to Practically Apply the Learnings and Key Elements of an Action Plan	<p style="color: blue;">How to Practically Apply the Learnings and Key Elements of an Action Plan</p> <p>Presentation in Plenary</p>	Shah Nasir Khan, Head of RCs Office Facilitators
13:55 – 14:35 (40 mins)	Day 2- Session 4 40 min activity 20 min reporting back in plenary	<p style="color: blue;">DAY 2 A.4: Break-out Group and Activity (40 mins)</p> <p>Each group to select a Facilitator and Rapporteur</p> <ol style="list-style-type: none"> 1. Actions to Promote Transformational leadership at individual level 2. Actions to Promote Transformational leadership at organizational 3. Actions to Promote a Collaboration Mindset at individual level 4. Actions to Promote a Collaboration Mindset at organizational levels 5. Actions to Promote an Inclusive Mindsets at individual and organizational levels 6. Actions to Promote an Inclusive Mindsets at individual level 7. Actions to Promote an Innovation at individual and organizational levels 8. Actions to Promote an Innovation at organizational level 9. Actions to Promote a Digital Mindset at individual level 10. Actions to Promote a Digital Mindset at organizational level <p style="color: purple;"><i>Learning outcomes: Participants are able to recognize features of a digital data governance Mindset</i></p> <p>Peer learning and reflection exercise. Participants reflect on what actions will promote mindsets and behaviours individually and organisationally.</p>	Shah Nasir Khan, Head of RCs Office Facilitators Ms. Stefania Senese, Programme Management Officer, DPIDG, UN DESA
14:35 - 14:55 (20 mins)		Reporting back in plenary (20 mins)	
14:55 - 15:30	BREAK		Preparation of the Priorities with Mentimeter

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<p>15:30 - 16:00 (30 mins)</p>	<p>Day 2- Session 5</p> <p>Prioritization and Decision-Making for Innovation, Digital Government and Changing Mindsets for Public Sector Transformation in Pakistan</p>	<p>DAY 2 A.5: Prioritization and Decision-Making for Changing Mindsets for Public Sector Transformation in Pakistan</p> <ol style="list-style-type: none"> 1. Recommendations on Key Actions to Promote Transformational leadership at individual and organizational levels 2. Recommendations on Key Actions to Promote a Collaboration Mindset at individual and organizational levels 3. Recommendations on Key Actions to Promote an Inclusive Mindsets at individual and organizational levels 4. Recommendations on Key Actions to Promote an Innovation at individual and organizational levels 5. Recommendations on Key Actions to Promote a Digital Mindset at individual and organizational levels 	<p>Shah Nasir Khan, Head of RCs Office, facilitators,</p> <p>Stefania Senese, Programme Management Officer, DPIDG, UN DESA</p>
<p>16:00- 16:50 (50 mins)</p>	<p>Day 2- Session 6</p> <p>Changing Mindsets: Our Journey.</p>	<p>DAY 2 A.6: Changing Mindsets: Our Journey.</p> <p>Teams write an engaging story of up to 50 words that captures learnings and actions from this workshop. Teams read out their stories.</p> <p><i>Learning outcomes: Participants consolidate their insights and takeaways and have a tangible plan to take away with them to put into practice in their role/organization.</i></p> <p>Take personal stock of the week</p> <p>This will take about 10 min</p> <p>Make a summary of your notes and commitments this week</p> <p>This will take about 20 min</p> <p>Each team member please share your priorities with the rest of the team (3 min/person).</p> <p>This will take about 20 min</p> <p>Individually complete the action plan worksheet</p>	<p>Shah and Facilitators,</p> <p>Stefania Senese, Programme Management Officer, DPIDG, UN DESA</p>

		<p>This will take about 20 min</p> <p>Team members please share your priorities with the rest of the group.</p>	
16:50 – 17:00 (10 mins)	Wrap up/reflect	Conclusions	

Annex 5: Reading list

The materials, activities and examples of this toolkit have been created from insights gained through experience and research. Below is a list of reading materials that key themes have been developed from, some are books, some of blogs which provide a much shorter read around certain concepts.

Day 1 - Reading List

Key reading:

- [Video on the SDGs](#)
- [The nature of mindsets: A primer on how our underlying beliefs, attitudes and assumptions create our everyday lives – and our shared world.](#)

Additional readings:

- Mindsets
 - [Mindset - changing the way you think to fulfil your potential](#)
 - [Thought Leader Interview with Chris Argyris \(p.12\)](#)
 - [Mindsets for Social Innovation](#)
- Experimental problem solving
 - [Exploring the unobvious: why governments need to experiment outside their comfort zone](#)
- Innovation/experimentation craft
 - [Developing innovation craft in the public sector](#)
- [Readiness Assessment on Institutional Arrangements for Policy Coherence to Implement the 2030 Agenda for Sustainable Development](#)

Day 2 - Reading List

Key readings:

- [Towards an experimental culture in government: reflections on and from practice](#)

Additional readings:

- Reframing
 - [Are You Solving the Right Problems?](#)
 - [Getzels, J. W., & Csikszentmihalyi, M. \(1967\). Scientific creativity. *Science Journal*, 3\(9\), 80–84.](#)

- [Cognitive bias cheat sheet](#)

- Prototyping
 - [Proof of concept, prototype, pilot, MVP – what's in a name?](#)
- Failure
 - [Strategies for Learning from Failure](#)
- Learning organisations
 - [Is Yours a Learning Organization?](#)
 - [Senge, P. \(1990\) The 5th Discipline](#)
- Designing for public services
 - [Designing for Public Services](#)
- Social psychology:
 - Bandura, A. (2005) [The evolution of social cognitive theory](#)
 - [5 Strategies for Changing Mindsets | by Dave Paunesku | Learning Mindset](#)
 - [The Challenge of Systems Leadership](#)
 - [Getting Work Done: What Government Innovation Really Looks Like](#)
 - [How to get better leadership in government](#)