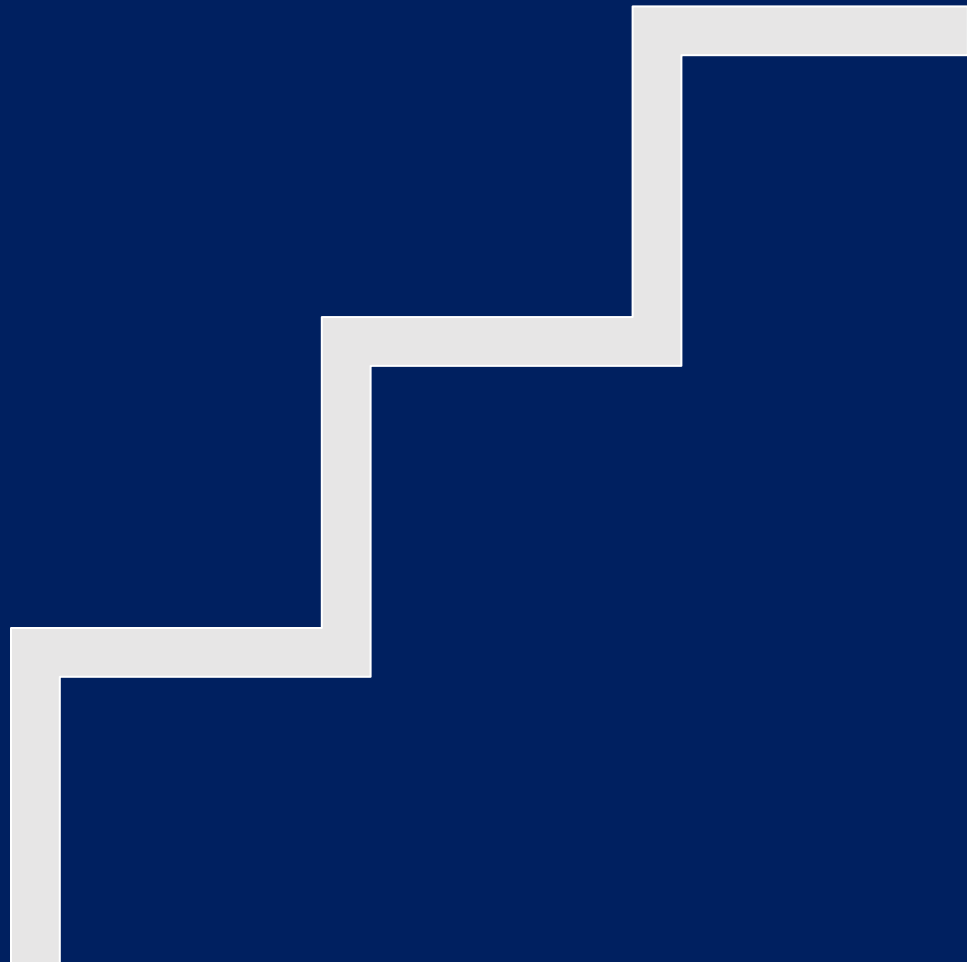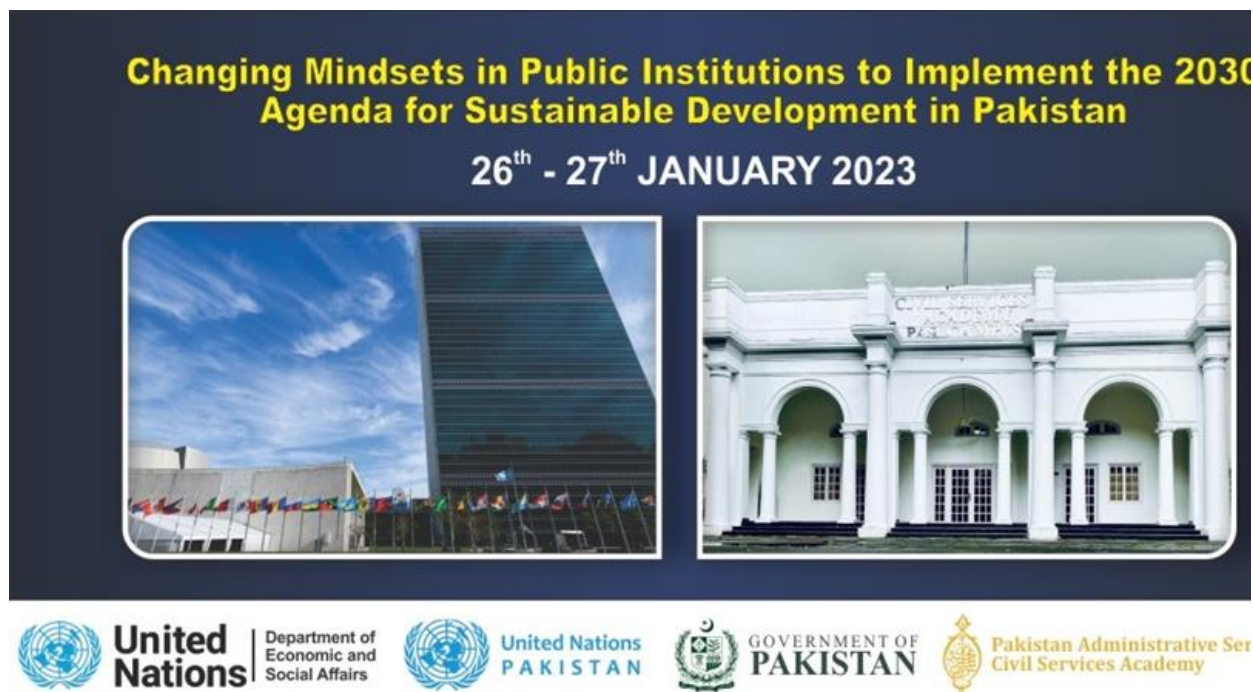United Nations | Department of Economic and Social Affairs

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

Report 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

26-27 January 2023

United Nations Department of Economic and Social Affairs

The Department of Economic and Social Affairs of the United Nations Secretariat is a vital interface between global policies in the economic, social, and environmental spheres and national action. The Department works in three main interlinked areas: (i) it compiles, generates and analyses a wide range of economic, social and environmental data and information on which States Members of the United Nations draw to review common problems and to take stock of policy options; (ii) it facilitates the negotiations of Member States in many intergovernmental bodies on joint course of action to address ongoing or emerging global challenges; and (iii) it advises interested Governments on the ways and means of translating policy frameworks developed in United Nations conferences and summits into programs at the country level and, through technical assistance, helps build national capacities.

The UN Resident Coordinator Office in Pakistan

The Resident Coordinator (RC) system encompasses all organizations of the United Nations system dealing with operational activities for development, regardless of their formal presence in the country. The RC system aims to bring together the different UN agencies to improve the efficiency and effectiveness of operational activities at the country level. Under the One UN initiative, the role of the Resident Coordinator Office (RCO) has been enhanced and strengthened to provide the required leadership and impetus for the UN in the country. The RCO is working towards supporting the Government of Pakistan in fulfilling its international commitments, especially on the SDGs. Furthermore, the RCO in Pakistan, as one of the first One UN pilot countries, is also leading the One UN initiative towards a strengthened UN system in the country, for the benefit of the people of Pakistan with the best value for money.

As the chair of the UN Country Team (UNCT), comprising the head of all UN Agencies, Funds and Programmes, the RCO plays a central role at the country level in making possible the coordination of UN operational activities for development in order to ensure alignment of UN assistance with national development priorities, plans and capacity building in the context of internationally agreed treaty obligations and development goals, and placing the UN centrally in development and international cooperation in the country. The Resident Coordinator's Office is responsible for the operational activities for development, policy and political affairs.

Pakistan Administrative Service Academy – Civil Service Academy

The Civil Services Academy (CSA), Lahore is a premier training institution of Pakistan which impacts pre-service and post-service training to the Civil Servants recruited by the Federal Public Service Commission through a competitive exam known as CSS Examination. The Civil Services Academy was established in 1948 for the training of fresh entrants to the Pakistan Administrative Service (PAS) and was called the Pakistan Administrative Service Academy.

Disclaimers

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. The designations "developed" and "developing" economics are intended for statistical convenience and do not necessarily imply a judgment about the state reached by a particular country or area in the development process. The term "country" as used in the text of this publication also refers, as appropriate, to territories or areas. The term "dollar" normally refers to the United States dollar ($). The views expressed are those of the individual authors and do not imply any expression of opinion on the part of the United Nations nor of the other organizing entities.

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

Contents

Acknowledgement

About the Report

This Report provides an overview of the Workshop on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan. The Workshop on "Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan", held on 26 and 27 January 2023, was organized by the United Nations Department of Economic and Social Affairs (UN DESA), through its Division for Public Institutions and Digital Government (DPIDG) and its Project Office on Governance (UNPOG), and the United Nations Resident Coordinator's Office (UNRCO) in Pakistan in collaboration with the Civil Service Academy (CSA), Lahore, Pakistan.

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

The Training Workshop on "Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan" aimed to provide public institutions in Pakistan with the necessary knowledge and tools to understand the principles of the 2030 Agenda and to implement its goals. This workshop covered topics such as the importance of the 2030 Agenda, the challenges facing Pakistan in achieving its goals, the importance of changing mindsets in public institutions, and the strategies that can be used to promote the effective implementation of the 2030 Agenda.

Methodology and Format of the Training Workshop

The Training Workshop was designed to foster innovative thinking and problem-solving skills in public institutions, focusing on the Indus River Basin Case Study for an essential ecological restoration. It featured expert presentations, interactive activities, group discussions, and innovative practices that enabled participants to gain in-depth knowledge and practice their newfound skills. Attendees were provided with resources that they can use to help them understand the 2030 Agenda and how to bring about change in their respective organizations. The workshop provided a platform for networking and sharing experiences between participants, enabling them to learn from each other. The co-designed Workshop on Changing Mindsets in Public Institutions focused on complex problem-solving. The Indus River Basin Case Study 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. The hybrid modality enabled participants to engage in peer-to-peer learning while learning leadership, collaboration, and innovation skills. This was done by focusing on leadership, collaboration, and innovation.

Thematic Focus and Format of the Training Workshop

The thematic focus of the Training Workshop on "Changing Mindsets in Public Institutions to Realize the 2030 Agenda in Pakistan" was to empower public institutions in the country to promote and implement the Sustainable Development Goals (SDGs). The Workshop focused on the need for a comprehensive and holistic approach to achieving the 2030 Agenda in the country. It aimed to help public institutions to develop a better understanding of the SDGs, their implications, and the need to shift mindsets and behaviour to ensure successful implementation. The Workshop also focused on the need to build capacity and develop enabling policies and systems to ensure the effective implementation of the SDGs. It explained how public servants can explore innovative ways of engaging stakeholders and ensure their participation in the process. It also delved into the challenges and opportunities associated with changing mindsets in public institutions. A variety of approaches, such as interactive activities, case studies, and discussions, will be used to examine the challenges and successes associated with this change. It provided an opportunity for participants to gain insights into the various ways that changing mindsets can help public institutions become more effective, efficient, and responsive to their constituencies. Participants gained an understanding of the importance of developing a culture of innovation and how to foster this culture within their own organizations. They learned how to design and implement strategies and processes to foster the development of innovative mindsets and the adoption of innovative approaches to problem-solving. Finally, participants also gained an understanding of the various tools and techniques available to support the development of these mindsets. 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. Also, it was important to present Pakistan's vision for public sector transformation to achieve the SDGs.

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 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 would 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 inter-connected 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

Target Audience of the Workshop

The Training Workshop was organized as part of the 5th Domain Specific Mid-Career Management Course (MCMC) for the Officers of Pakistan Administrative Service (PAS) of the Federal Government. The Mid-Career Management Course of the Civil Service Academy of Pakistan is an intensive, 04-week residential program designed to enhance the management capabilities of Civil Servants. It provided a unique opportunity to gain a broader understanding of the complexities of public service management, learn the fundamentals of modern public administration and explore emerging trends in the public sector.

Target audience included officers of the post-service training program Domain Specific Mid-Career Management Course of Pakistan Administrative Service (PAS). These participants were Grade 18 officers, and after completing this Domain Specific MCMC, they were promoted to Grade 19 through their promotion board (Please see below a picture of the Participants during the Workshop).

■ A 2 Days workshop on "Changing Mindsets toolkit " was held to open up perceptional locks and to bring about a change in Public Institutions to Implement the 2030 Agenda for Sustainable Development in Pakistan
United Nations
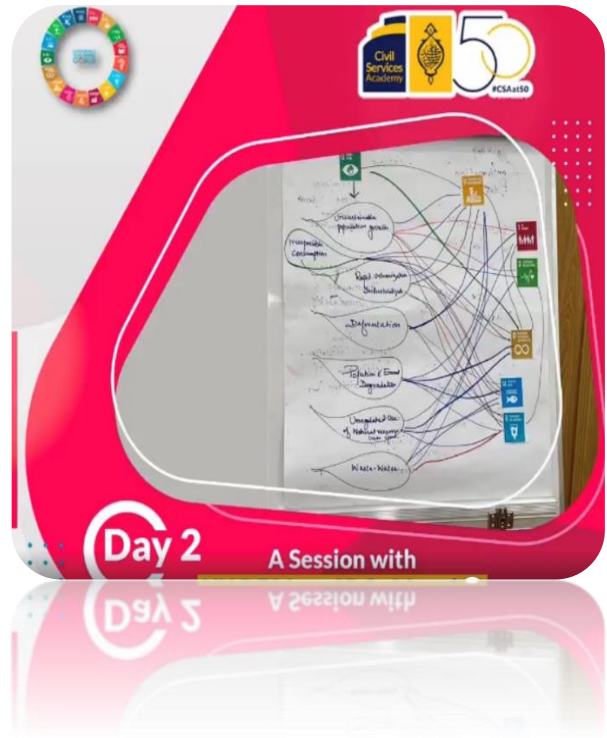
1. Introduction and Context: Why Changing Mindsets critical is to the implementation of the SDGs and for public sector transformation?

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"[1]. The Government of Pakistan has prioritized the SDGs, focusing on developing infrastructure, education, health, and social protection. As a result, the country has made great strides in reducing poverty and increasing access to health care and is now focusing on initiatives to improve energy access and promote sustainable economic growth. Pakistan is also committed to protecting the environment, reducing gender inequality, and promoting good governance. Pakistan is working to strengthen its institutions, build resilience, and develop a more robust, inclusive economy. However, the achievement of Agenda 2030 presents several challenges for public institutions

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

in Pakistan. Poor governance, limited resources, and a lack of institutional capacity are all significant obstacles to attaining the SDGs. Additionally, public institutions in Pakistan face significant challenges in developing effective policies and strategies to meet the objectives of the SDGs. Public institutions in Pakistan need to strengthen their implementation capacity to support climate mitigation and adaptation programs such as the Living Indus Initiative (please see chapter 3) and advance progress on SDGs, as well as build inclusivity and promote transparency and accountability. Additionally, there is a need to engage effectively with stakeholders, including civil society and the private sector, to ensure that the SDGs are effectively implemented. Lastly, there is a need to increase investments in public institutions and ensure that resources are allocated equitably.

Building capacity in public institutions is essential for ensuring the effective implementation of the 2030 Agenda. It is vital for public institutions to have the necessary technical and managerial skills to design, monitor, and evaluate policies, programs, and projects that are aligned with the 2030 Agenda. Public institutions also require a cultural change to ensure they remain relevant and effective in their mission to serve the public. This cultural change must include a commitment to transparency, collaboration, and accountability to create an environment of trust and collaboration between the public and public institutions. With this cultural shift, public institutions can continue to serve the public in a meaningful and effective way.

2. **Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation*?***

"Mindsets affect the way we think, see (frame reality) and act.[2] 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.[3]

A belief is what we hold to be true.[4] 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.[5]

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

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[2] See Chapter 4 of the UNDESA Publication of Changing Mindsets to Realize the 2030 Agenda for Sustainable Development
[3] 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
[4] https://dictionary.cambridge.org/us/dictionary/english/belief
[5] 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

for Sustainable Development.[6] 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. 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"[7] In its work of developing a competency framework for public servants to achieve the SDGs, UN DESA, in collaboration with schools of public administration 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[8] 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 for Sustainable Development. It includes the following mindsets, beliefs, attitudes, and competencies grouped around institutional effectiveness, accountability, and inclusiveness. They are forward-looking and describe officials' skills and attributes to build a new organizational culture and meet future challenges.

UNDESA in collaboration with several organizations from around the world and regional associations of schools of public administration produced a publication "Changing Mindsets to Realize the 2030 Agenda for Sustainable Development"[9]. The publication is intended as a companion document to the Curriculum on Governance for the Sustainable Development Goals and its Toolkit on Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development and aims to support countries in building their capacities to realize Agenda 2030. It does so by providing key recommendations on how to promote public servants' mindsets, competencies, and behaviors to foster effectiveness, accountability, and inclusiveness in the public sector.

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[6] 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
[7] https://en.unesco.org/sites/default/files/competency_framework_e.pdf
[8] https://unpan.un.org/sites/unpan.un.org/files/UN%20DESA%20Competency%20framework_Final.pdf
[9] https://unpan.un.org/sites/unpan.un.org/files/Changing%20mindsets%20report%20-%201%20October.pdf
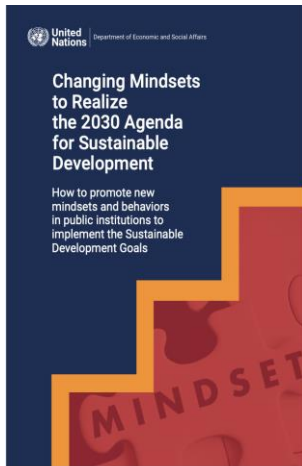
> *Changing Mindsets to Realize the 2030 Agenda: Some examples extracted by the UN DESA publication*
>
> *Governments will need to identify the most effective programs to meet the SDGs. **Grounding their policies in rigorous evidence can help drive this agenda**. A randomized evaluation, also known as a randomized controlled trial or RCT, is one type of impact evaluation method (**J-PAL**)*
>
> ***The World Economic Forum** has developed its Strategic Intelligence platform to support agile governance, following a systems-thinking approach, incorporating expert knowledge, and using technology to augment and scale capabilities.*
>
> ***Behavioural Insight (BI)** is now widely recognised by governments and international organisations (e.g., OECD, World Bank, European Commission, UN agencies including UNESCO, UNDP, and IDB) as key for understanding the actual behavior of the beneficiaries of policies and for making implementation effective by testing possible solutions before scaling them up (**OECD**).*

Some examples of changing mindsets in Asia includes the following:

1. **Mindset Transformation in the Indian Education System: The New Education Policy 2020 -**The Indian National Education Policy 2020 is a comprehensive policy adopted by the government of India to improve the quality of education in the country. It has many new changes that promote interdisciplinary knowledge, critical thinking, and skill-based education.

2. **Changing the Mindset of Civil Servants in Singapore:** Singapore has long been a leader in the region when it comes to public service and civil servants. In recent years, the government has implemented several initiatives to encourage civil servants to embrace change and adopt a forward-thinking approach.

3. **Leading the Way for Public Sector Reform in China:** The Chinese public sector has been undergoing massive reform in recent years. The reforms are designed to modernize the public sector, improve its efficiency, reduce corruption, and make it more responsive to the needs of citizens.

3. The Case Study: Living the Indus Basin

Pakistan is consistently ranked as among the ten most vulnerable countries to the effects of global climate change, as evidenced by the 2022 floods that displaced 33 million people. A large part of the impact of climate change on Pakistan happens through its impact on the Indus River system. The Indus Basin is home to about 90 percent of Pakistan's population and more than three-quarters of its economy. The Living Indus Initiative (LII)[10], a flagship project approved by the Federal Cabinet supported by the United Nations in Pakistan, is a futuristic initiative designed to bolster the readiness of the Indus as a natural system that is most vulnerable to climate change. As an umbrella initiative, LII aims to strengthen resilience and adaptive capacity to climate-related disasters in the Indus Basin, thus advancing Pakistan's commitment to SDG Goal 13 on Climate Action. Under the program, a process of extensive consultations with the public sector, private sector, and civil society led to a menu of 25 interventions, which focus on nature-based solutions and ecosystem-based adaptation approaches to protect, conserve, and restore natural, terrestrial, freshwater, coastal and marine ecosystems in the Indus Basin.

A shared vision for the Indus Basin

We aspire to an *Indus Basin* that can sustain a thriving civilization from its sources to its delta. A *healthy Indus* whose natural resources and ecosystems have been *repaired and restored* and are resilient in the face of climate change.

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[10] www.livingindus.com

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

4.1 Experimental, Innovation Mindset and Transformational Leadership Mindset

What is an Innovation/Experimental Mindset?

Institutional Effectiveness
Innovative/ Problem-solving Experimental Mindset
BELIEFS: Human capacities are not fixed; it is possible to continuously improve through efforts and learning **ATTITUDES:** Is a risk-taker, eager to experiment, problem-solver, creative, resilient, driven and motivated to achieve excellence, thinking outside of the box **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.

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.
➢ 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

Some case studies on Innovative Mindset around the world were presented as follows:
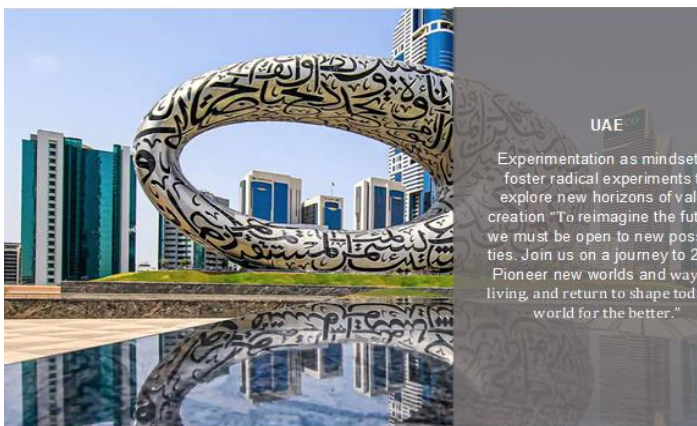
Transformational leadership can foster innovation and transformation in public sector institutions, enabling them to reach their fullest potential.

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 organization[11]

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. Appreciation of differences: learning occurs when people become aware of opposing ideas. Openness to new ideas: Employees should be encouraged to take risks and explore the untested. Time for reflection: when people are overstressed their ability to think analytically and creatively is compromised. They need protected time to do this.	Learning environment arises from a series of concrete steps and widely distributed activities. It requires the generation, collection, interpretation and dissemination of information. I.e. experiments, intelligence gathering, technological trends, education and training. Knowledge must be shared across individuals, groups or the whole organisation - moving laterally or vertically.	When leaders actively question and listen to employees—prompting dialogue and debate—people feel encouraged to learn. If leaders signal the importance of spending time on problem identification, knowledge transfer, and reflective post-audits, these activities are likely to flourish. When leaders demonstrate through their own behavior a willingness to entertain alternative points of view, employees feel emboldened to offer new ideas and options.

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[11] HBR details the building blocks required to create a learning organization https://hbr.org/2008/03/is-yours-a-learning-organization

United Nations | Department of Economic and Social Affairs

UN Public Service Awards

Every Country can Innovate

ICT Facilitates Innovation

Public Sector Innovates

Innovation Breeds Innovation

DESA | Public Institutions

88

United Nations | Department of Eco... Soc...

2022 UNPSA Winners

Koh Libong Community
Thailand
Fostering innovation to deliver inclusive and equitable services
More details

Science for Change Program
Philippines
Enhancing the effectiveness of public institutions to reach the SDGs
More details

Prozorro.Sale
Ukraine
Enhancing the effectiveness of public institutions to reach the SDGs
More details

Social Inclusion and Community Activation Programme
Ireland
Institutional resilience and innovative responses to the COVID-19 pandemic
More details

Community Peace Center
Brazil
Enhancing the effectiveness of public institutions to reach the SDGs
More details

Mo Bus
India
Promoting gender-responsive public services to achieve the SDGs
More details

Pay Equity Act in Quebec
Canada
Promoting gender-responsive public services to achieve the SDGs
More details

Tawakkalna Application
Kingdom of Saudi Arabia
Institutional resilience and innovative responses to the COVID-19 pandemic
More details

The System of Records of the State Sanitary Inspection
Poland
Institutional resilience and innovative responses to the COVID-19 pandemic
More details

Panavac19
Panama
Institutional resilience and innovative responses to the COVID-19 pandemic
More details

DESA | Public

4.2 Digital Data Governance and Digital Mindset

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)

The 2030 Agenda for Sustainable Development has made data a focus area, acknowledging that data are key to effective decision-making and that timely, reliable, quality and disaggregated data are needed to facilitate the measurement of progress towards sustainable development and to ensure that no one is left behind. Data and data analytics are becoming essential for situation analysis and decision-making for the government especially during the COVID-19 pandemic period. Data is also essential for reporting, monitoring and evaluation of the progress of SDG implementation. The whole society is experiencing the fast digital transformation. While still relying on those conventional government data sources including administrative data, survey and census, governments are now turning to the new digital and data technologies and related application for data-driven decision making. Governments are also trying to better harness big data and analytics and AI for predictive analysis to address emerging issues before they fully unfold.

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

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

"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" (UN E-Government Survey 2020; 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	• Data sharing • Investment in e-government • Strengthening national statistical systems • Monitoring and evaluation systems	• 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	• Proactive disclosure of information • Open government data • Registries of beneficial ownership • Lobby registries	• Budget transparency • Independent audit
Inclusiveness: leaving no one behind, non-discrimination, participation, subsidiarity, intergenerational equity	• Data disaggregation • Universal birth registration	• 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.
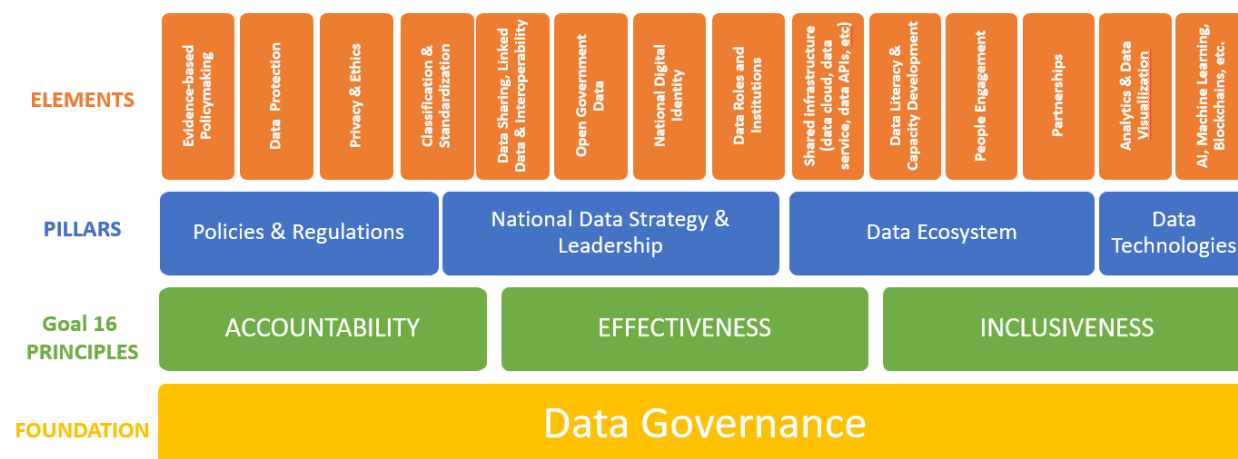
How can data support sustainable development?
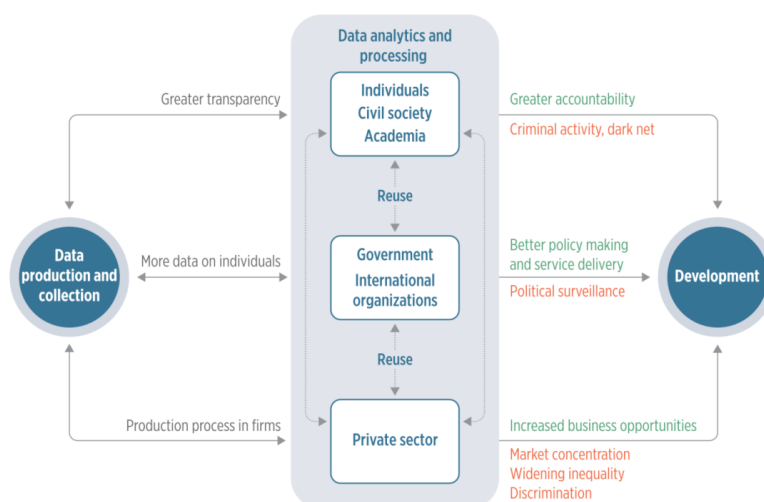
Source: WDR 2021 team.
Note: Positive impacts are shown in green; negative impacts are shown in red.

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

Data sharing, linked data and interoperability	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]	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.
National Digital Identity	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.	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
Shared infrastructure (data cloud, data service, data APIs, etc.)	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.	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
Data sharing, linked data and interoperability	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]	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.
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Shared infrastructure (data cloud, data service, data APIs, etc.)	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.	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
Data roles and institutions	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.	In USA, the first chief data officer was appointed in 2015
Data literacy and Capacity development	Some Governments lack the requisite capacities to fully develop the potential of government data. Strengthening data literacy and capacities enables public administrators to navigate the new data realities, confidently pursueal 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.	The Access-to-Information (a2i) initiative is the flagship programme of Digital Bangladesh.
Data partnerships	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.	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.

Key messages of the Importance to Institute a Dynamic Data Governance
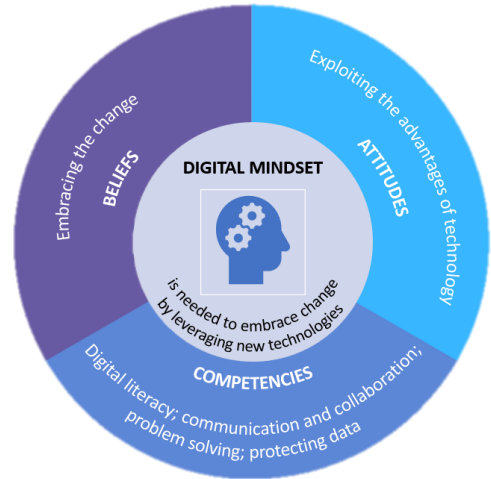
- Optimizing the use of data will **increase the productivity, accountability, and inclusivity of public institutions**, in line with the principles embodied in Goal 16 of the 2030 Agenda.
- A data-centric government will also help **build trustworthiness and public trust.**
- **Many benefits around 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

4.3 Promoting an Inclusive Mindset in the Public Sector to Leave No One Behind

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.

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, people in vulnerable situations, especially people living in poverty, the working poor, women and children, persons with disabilities, and other marginalized people, have been disproportionately hit by the COVID-19 pandemic. The impact of the pandemic on vulnerable people 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.

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:

Respect for diversity	Leadership & Commitment for inclusion	Flexibility & Adaptability	Emotional Intelligence & Empathy	Engagement and collaboration with other stakeholders
Negotiation and facilitation skills	Accountability & Transparency	Communication skills	Design thinking & Integrative approach	Digital skills for innovative services and collaboration

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
• 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	• Emotional intelligence • Communication • Respect for diversity, including flexibility and adaptability • Negotiation and facilitation • Engagement and collaboration with other stakeholders	• 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

Some innovative practices of promoting an inclusive mindset in the public sector are:

• UK – Accessibility Empathy Lab
• Bangladesh – Empathy Training
• City of Edmonton, Canada – Gender-Based Analysis Plus (GBA+)
• Republic of Korea – Leadership Training to Enhance Intergenerational Communication within Public Service

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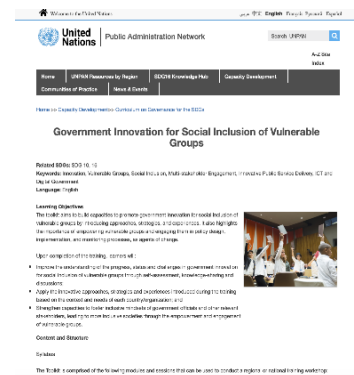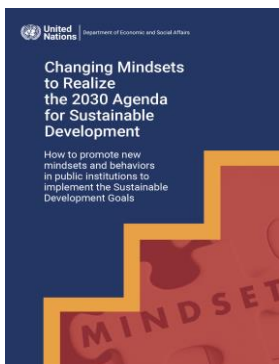
4.4 Collaborative and Agile Mindsets and breaking silos for Institutional Coordination in support of Policy Coherence & Systems Thinking

Why do agile mindsets matter for implementing the SDGs?

- make decisions in the face of uncertainty while being able to legitimize these decisions
- set out a bold course of action while adapting to and improvising for unforeseen situations
- explore new possible futures while focusing on outcomes and committing to real-world effects
- keep the big picture in mind while also considering citizens' needs at an individual level
- be reflective and critical while having a strong bias towards action

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.

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.

There is currently still in many organizations a discrepancy between the interconnectedness that is characteristic for the SDGs/ policies on the one hand and the silo character of ministries where all of you are working. Linear and siloed thinking is not enough to tackle wicked problems and have a holistic approach to sustainable development. An overview of system maps that identifies the interaction with different actions and its type of connection (positive or negative) can be developed while engaging different stakeholders which requires establishing institutional arrangements for collaboration, be they short term or informal arrangements or structural institutional coordination mechanisms. What is key however is that these collaboration mechanisms are functional and not only procedural.
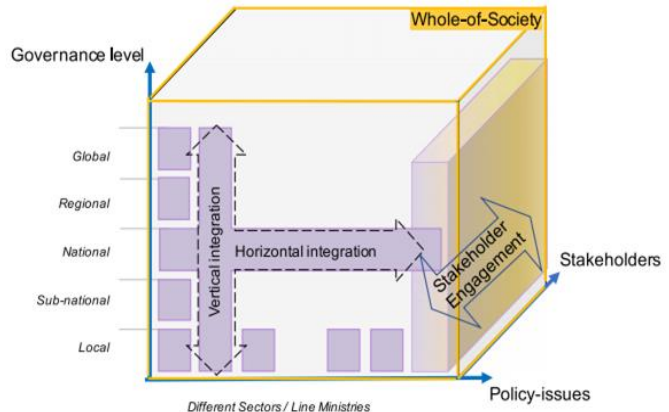
Incongruence btw organizational structure vs interdependance of policy problems

Interconnections btw policies
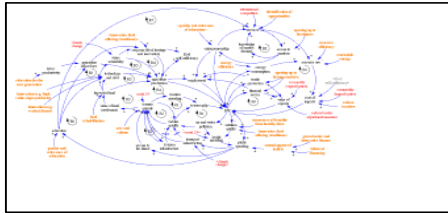
Policy formulation, planning & implementation in bureaucracies

Use of system thinking to identify high leverage policies
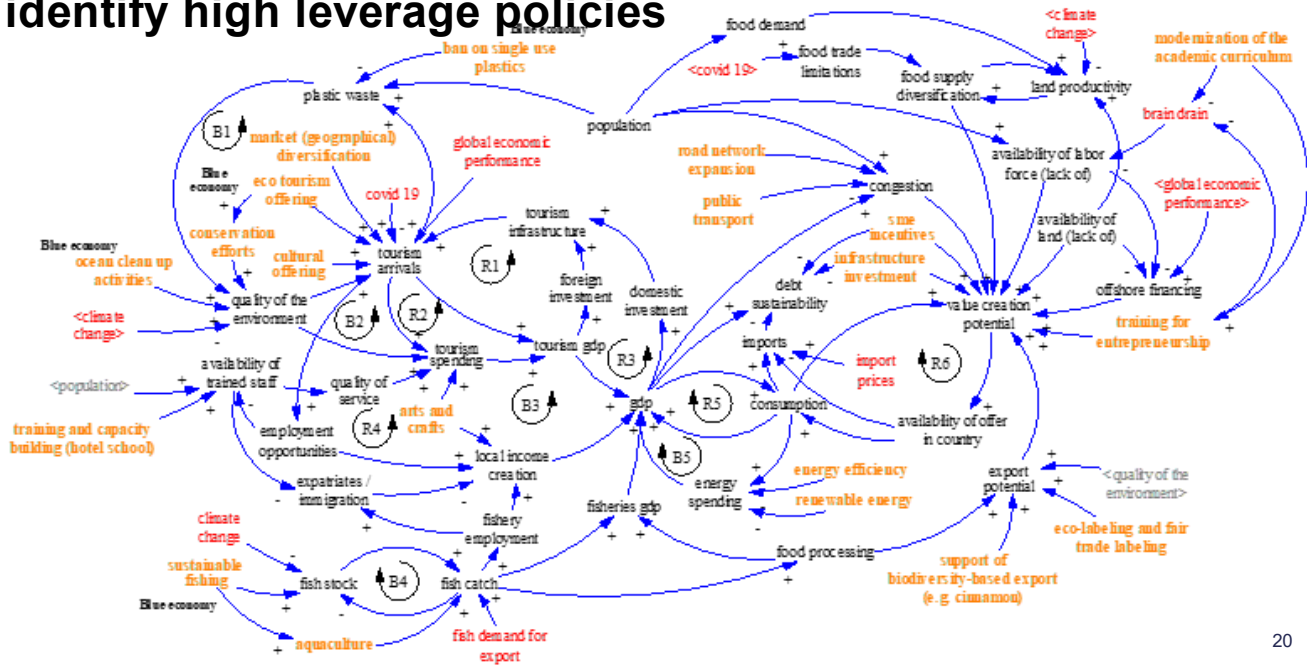
This system map is an example of how the interconnections between actions or policies can be identified through collaboration and conversations with other actors from within the ministries, across national and local level, in collaboration with civil society organizations or with the private sector. Such an approach can help provide insights on the relative strength of various drivers of change through scenario analysis and supporting the identification and prioritisation of policy intervention (policy analysis). It can offer a good opportunity to synthesize knowledge

and provide an idea of leverage points, priorities, cluster of targets that would need to be addressed for an integrated approach and can be useful to jointly agree what would happen if there were a change. It helps to support the identification of policy outcomes using a systemic approach and can therefore help to mitigate risks. These system maps hopefully give you an idea of how important collaboration can be and can support more effective negotiations to see more clearly where interests coincide, where they diverge, how they might reconcile the differences. It can help to build stakeholder coalitions and shared interests and a common change strategy can be developed.

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.

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

5. Annexes

Annex 1: Evaluation of the Workshop

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1.Please select your gender
16 responses

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

56.3%

43.8%
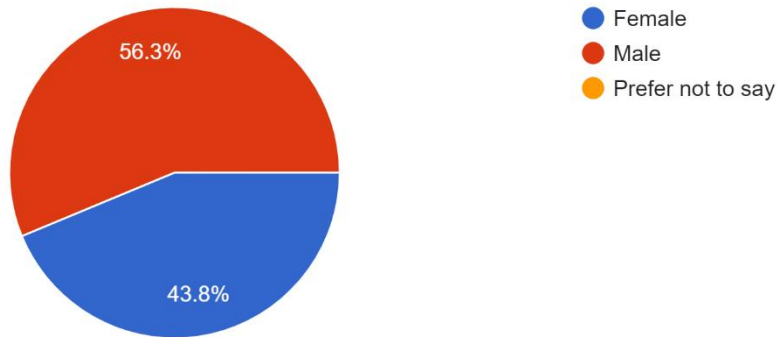
4. What Ministry / National school of public administration / Organization do you work for ?
16 responses
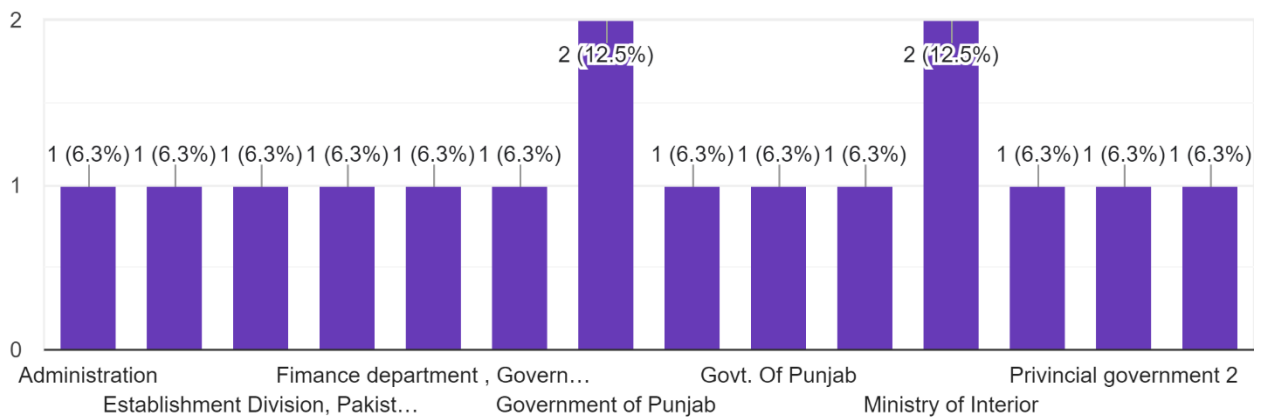
9. The Workshop enhanced my understanding on how to deliver of: (please choose one in each row)

Legend: Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree

Categories: The Need… | Change D… | Pakistan's… | Key Minds… | Concepts… | Action Pla…
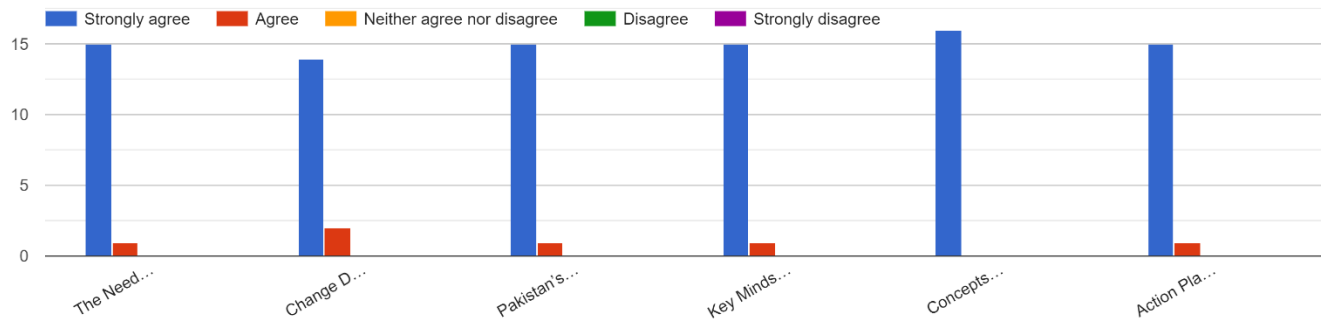
10. Overall, how satisfied were you with the Workshop?

16 responses

93.8%

Legend:
- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied
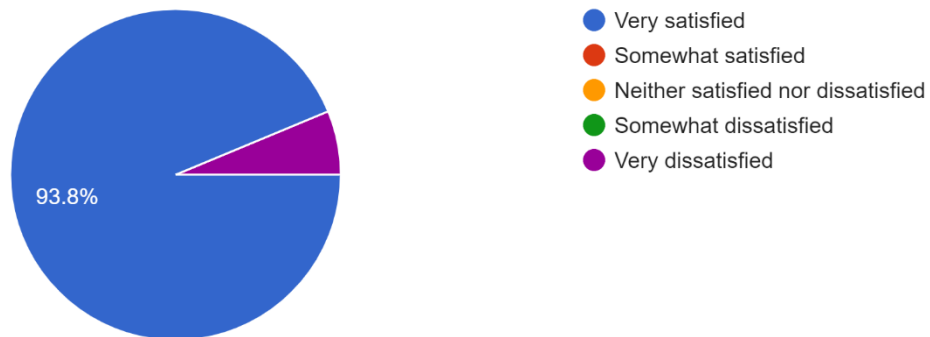
11. What did you like most and least about the Workshop?   16 responses

- Very interactive, duration is short
- Group activities were the best
- I like most interaction and group exercises I like least is less duration
- Most liked -The content and methodology, least liked - long lectures
- It is very effective in transformation of my mental blocks to have growth mindset
- The exercises were the best and 2 days' time allocation could have been more
- Partnership and cooperation
- Too much exercises
- The new approach to problem solving. Long hrs till 5pm was the least helpful
- Concept of failure was the best part while duration was not enough
- Very well organized

- It was very comprehensive and interactive, a great learning experience. The duration was shorter, could have been more comprehensive.
- I like Group exercises I liked and learning to brainstorm in a limited time, it unfolded my potential to have quick solutions while keeping in mind all aspects of a problem and its outcome, I least liked the duration of it … it should be at least one weak to grasp the contents.
- Training modules and timing was short
- I liked hands on practical exercises of the concepts studied in class.
- Changing mind set and innovation and missing of action plan

12. How can it be improved ?16 responses

- Make it three days at least
- More time be given for discussion with respect to Pakistan's scenario of Public Policy formulation and implementation
- Continue for 15 days
- Short breaks
- It's already well planned and executed
- By more allocation if time
- Class lectures
- Need not to centre it around Living Indus
- It's well organized
- Increase the duration
- By allotting more time
- Make it a weeklong and an individual exercise of complete project design with all aspects
- The activities are fine, but the time limit was one thing that I wish to increase.
- Allocating more time
- The hours are a little long, from 9 am till 5.
- By working more on how part and implementation strategy

13. What follow-up actions will you take to implement the knowledge gained?16 responses

- I will try to bring innovative mindset and digitization in my organisation
- will think out of the box and be innovative and creative
- Will try to transform my organisation
- Train others
- Collaboration and resource mobilization to have integrated and digital mindset
- Promote inclusive and digital mindset in the setup
- Read articles/ books on the subject
- Digitisation of organisation
- Take stock of how i approach a problem and how to go about changing it
- Will try to Foster a culture of risk taking and innovation
- Inclusive development including marginalised segments of society

- Develop theory of change and make evidence-based policy making with innovative mind set and feedback loops
- I will manage a paper (key points) on the knowledge I gained through this workshop so that I could keep these learnings in mind all the time at work to implement it in my various endeavours in professional capacity. It is because the nature of professional assignments vary, some time in the field and others at the office.
- Will practice inclusion and innovation in all initiatives
- Read more on the Theory of Change, and accompanying framework
- I will use these concepts for my implementation strategy of SDG at district level and also make my team to understand the importance of these at grass root level

14. How likely are you going to apply what you have learned in the Workshop?
16 responses

- Very likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Very unlikely

18.8%

81.3%
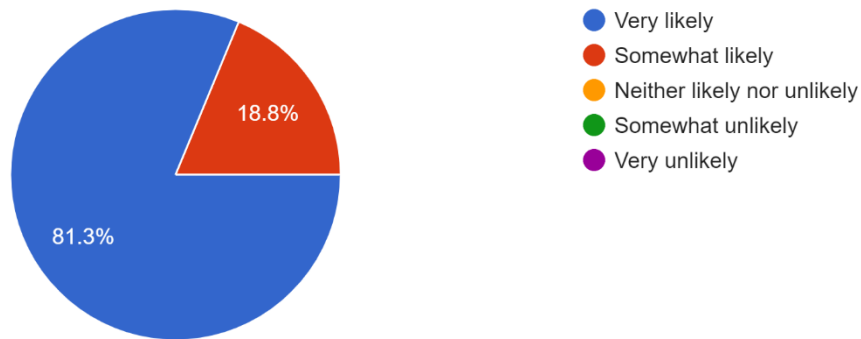
What I liked

Mentimeter

Interactive session and group exercises	Group activities	innovative and collaborative approach
The group activities	The mode of training through group activities	Ggggg
The commitment of UN Team	I liked the idea of collaboration and embracing failure	The workshop technique of practically applying the learnings. The delivery style by resource persons, the hosts.

What I liked

Mentimeter

The importance given to synergy of effort

Interactive approach with no right kr wrong answers instigating critical but open thinking

The quality of moderators and presentors and their grip over the work

The beauty of dreams that we all need to believe in to realise them through collective efforts

The efforts taken in WS to change the bureaucratic mindset which is always difficult and nearly impossible

Every bit of changing mindset exercise Sensitised about living indus and it's now time to act and bring necessary change

forward thinking, innovative and inclusivity approach that humanize the efforts regarding development and provide room for failure and encourage experimentation

I liked the way workshop was conducted with theoretical underpinning coupled with hands-on workshop.It truly challenged my mental blocks amd helped me in transition from stagnated approach to more collaboration for effective public service delivery.

I liked to reflect and think about the greatest asset of Pakistan. The Indus. And how to bring it back. Not only bring it back but bring it back in an inclusive and collaborative manner. This is so heart touching and transformative experience.

What I liked

Mentimeter

I liked the way this workshop has been conducted along with group exercises and explored the theme like digital mind set inclusive mind set and changing the mind set .

Digitisation, Data Pools, Inclusiveness, Non linear policies, horizontal and vertical coordination, gender responsive and involve media. Leave no one behind and focus on the most vulnerable population to overcome income disparities and inequalities.

I liked the way the the speakers help us understand the crucial challenges being faced in changing mindsets and be optimistic about the future if these are properly addressed through community involvement, systemic thinking and other ways.

I liked modukes related to data digitization, inclusiveness, and collaboration. Regarding inclusive policy making, we should also discuss prioritization of policies and interventions due to fiscal and political economy constraints.

The approach . Methodology and content

What I liked less

short time	Long lectures which were from Africa	The less time allocation of 2 days
Long sessions	Some zoom talks	Slightly stretched hours till 5 pm, becomes exhausting
Our inability to step out of egos still	Too much exercises...	Redundancy of finding challenges to similiar questions and scenarios

What I liked less

Less focus on how part ... from where to start	Short duration of the toolkit sessions spanning over just two days! Nevertheless loved it!	Nothing
At times there was over bombardement of presentations that was difficult to absorb	The team from UN worked with great commitment to stress the need for making efforts to improve the lives of marginalised sections of society.	rigidity of attitudes and believes that came as responses undermining the efforts of forward thinking approach
I liked most of it.	Long lectures	Our fixation with history

Annex 3: Agenda
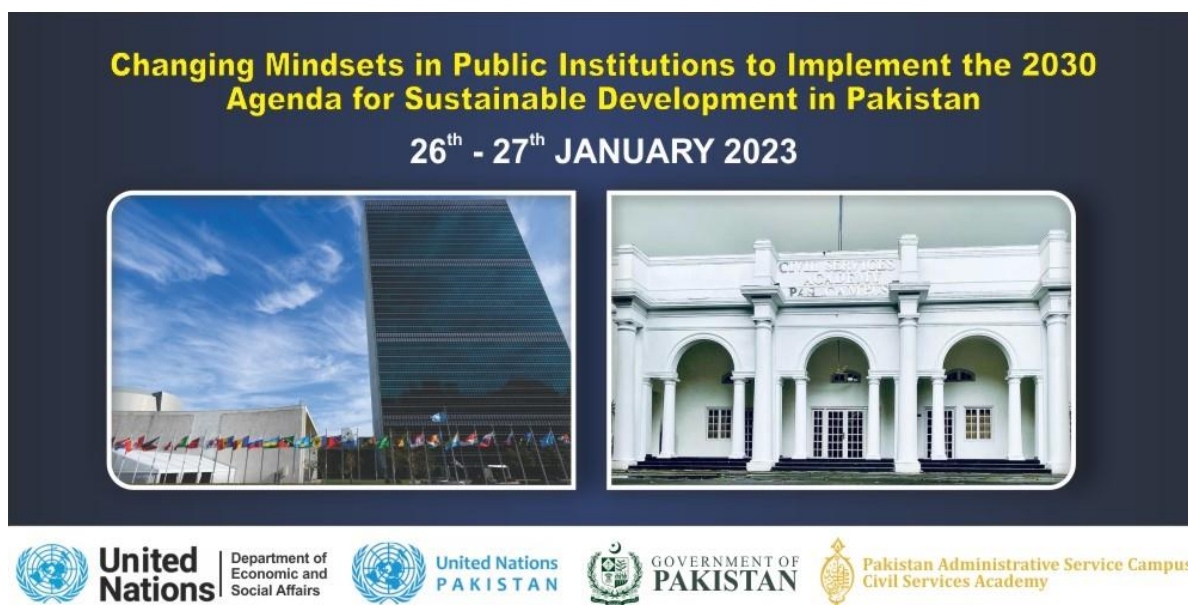
CAPACITY DEVELOPMENT TRAINING WORKSHOP ON

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

Organized by

United Nations Department of Economic and Social Affairs (UN DESA),

United Nations Resident Coordinator Office in Pakistan, and

Civil Service Academy of Lahore, Pakistan

26-27 January 2023

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 - 09:25 (25 mins)	**Welcoming remarks, introduction by the facilitator and icebreaker**	**Welcoming remarks and introduction by the facilitator**	Facilitators of the Day:
			Shah Nasir Khah, Head of RCs Office
		Mr. Bilal Akram Adl, Additional Director of the Civil Service Academy Lahore, Pakistan (3 min)	
		Mr. Shah Nasir Khan, Head, Resident Coordinator Office, Pakistan (3 min)	Fazilda Nabeel, Provincial Coordinator,
			Living Indus Initiative
		Ms. Adriana Alberti, Chief, Programme Management and Capacity Development Unit, UN DESA (3 min)	United Nations
		Facilitators introduce themselves and any guest speakers and provide programme overview and the purpose and objectives for the week (10 min)	Slides Day 1
			Post-its and sharpies
		Facilitators	
		➢ Icebreaker-Activity (5 min)	
09:25 – 09:40 (15 mins)	**Pakistan's vision for public sector transformation to achieve the SDGs: the National SDGs Framework**	**What is Pakistan's vision for public sector transformation to achieve the SDGs? Exploring the National SDGs Framework**	Shah Nasir Khah, Head of RCs Office
			Fazilda Nabeel, Provincial Coordinator,
		Presentation about Pakistan's vision for SDG implementation, priorities and challenges (15 min)	
09:40 - 10:05 (25 mins)	**Session I**	**DAY 1 A.1: Group activity** - In groups of 5, discussions about 3 key challenges and 3 opportunities in implementing Pakistan's vision for the SDGs (15 mins)	Living Indus Initiative
		Reporting back - groups report back of a few groups (10 min)	United Nations

		Key messages: Understanding and discussing Pakistan's vision for public sector transformation to achieve the SDGs. *Learning outcomes: Participants will increase their understanding of the importance of having a vision for public sector transformation to achieve the SDGs*	
10:05-10:40 **(35 mins)**	**What's a mindset?** **Session II.A**	**What's the Future like?** **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. *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.* *Learning outcomes: Participants recognize that they have mindsets and worldviews which shape their actions.*	Shah Nasir Khah, Head of RCs Office Fazilda Nabeel, Provincial Coordinator UNRCO -Two by two grid taped onto the floor - Polak slides
10:40-10:45	**BREAK**		
10:45-11:05 **(20 mins)**	**Why Changing Mindsets and Competencies are needed to implement the SDGs and to promote Public Sector Innovation and Transformation** **Session 2. B**	**Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation?** **Presentation** (20 min) What we mean by mindsets, how they shape how we see, think and act. 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	Presentation by Stefania Senese, Programme Management Officer, DPIDG, UN DESA & Keping Yao, Senior Governance and Public Administration Officer, UNPOG, UNDESA &

11.05-11.35 **(30 mins)** **11.35-12.00** **(25 mins)**		scene for the 2030 agenda. **DAY 1 A.3: Group activity** - In groups of five people, discuss if and why changing mindsets in Pakistan is relevant to the promotion of change and achieving the SDGs. (30 mins) **Reporting back** of groups (15 mins) and Wrap-up (10 mins) *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*	Activity facilitated by the NSPP Facilitators
12:00-12:30			
12:30 - **12:50** **(20 mins)** **Group Activity** **12:50-13.30** **(40mins)**	**Mapping the SDGs** **Group Activity**	**Mapping the SDGs- the Indus basin challenge** **DAY 1 A.4: Group activity** - Issue mapping: Participants familiarize themselves with the Indus basin case, i.e., its key social, economic, governance or environmental challenges and how they require changing mindsets and work collectively on a large 'issues map identifying the drivers behind the 17 SDGs, visualizing how interconnected they are. Participants identify, in their own words, the challenges they face when working across multiple functions associated with these challenges. (30 min) **Reporting back** (15 min.)	Facilitator and Shah Large sheet of flip chart paper per group Colorful pens Print out of SGDs for each table

13:30 -13:45 (15 min)	Reporting Back Session 3.A	*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.*	
13:45 - 13:50	BREAK		
13:50 – 14:15 (25 mins)	Day 2- Session 1	**Experimental, Innovation Mindset and Transformational Leadership Mindset**	Stefania Senese, Programme Management Officer, DPIDG, UN DESA & Ana Thorlund, Governance and Programme Management Expert, UNPOG
14:15 - 14:45 (30 mins)	Experimental/ Innovation Mindset	**Presentation** from guest speaker linking the experimental/innovation Mindset (25 mins) **DAY 2 A.1: Group activity** (30 mins)	
14:45- 15:20 (35 mins)	Growth and fixed Mindsets	**Reporting back** in plenary (25 mins) – and Wrap-up (10 min) *Key messages: Learning is a process of experiencing, reflecting, conceptualising/iterating and experiencing again. Being curious and agile are fundamental to growth and learn.*	Facilitated by: Shah Nasir Khan Fazilda Nabeel, Provincial Coordinator UNRCO
15:20 – 15:25	BREAK		

15:25 - 15:50 (25 mins) 15:50 –16:20 (30 mins) 16:20 - 16:50 (30 mins)	Day 2- Session 3 **Digital Data Governance and Digital Mindset**	**Digital Data Governance and Digital Mindset** **Presentation** on Digital Data Governance and Digital Mindset (25 mins) **DAY 2 A.3: Group activity** (30 mins) **Reporting back** in plenary (25 mins) and wrap up (5 min) *Learning outcomes: Participants are able to recognize features of a digital data governance Mindset*	Keping Yao, Senior Governance and Public Administration Expert Facilitated by: Shah Nasir Khan and Fazilda Nabeel, Provincial Coordinator UNRCO
16:50 - 17:00 (10 mins)	**Wrap up/ reflection**	Discuss takeaways, questions, thoughts, and concerns, invite feedback	Shah Nasir Khan, Head of RCs Office Mentimeter

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	**Check-in**	**Check-in** Remind participants of the day's agenda and objectives	Shah Nasir Khah, Head of RCs Office Fazilda Nabeel, Provincial Coordinator UNRCO
09:00- 09:30 **(30 mins presentation)** **09:30-10:15** **(30 mins activity&** **15 min reporting back)**	**Exploring Mindsets:** **The Collaboration Mindsets** **Session 3.B**	**Collaborative and Agile Mindsets and breaking silos for Institutional Coordination to leverage Policy Coherence & Systems Thinking** *Video on systems thinking (3 min)* **Presentation** (30 mins) **DAY 1 A.5: Group activity** - Break-out groups on Institutional Coordination and an Agile and Collaborative Mindset for SDGs Activity (30 min) **Reporting Back & Wrap-up** (15 min) Each group to select a Facilitator and Rapporteur *Key messages: During the wrap up, teams are asked to identify what qualities are required for successful collaboration - introducing the*	Veronique Verbruggen, Senior Inter-regional Advisor, Governance UN DESA Co-facilitated by Shah Nasir Khan and Fazilda Nabeel

		key concepts of Fact-and evidence-driven, Empathy, Humility, Trust, Discussion/ Dialogue	
10:15– 11.05 (50 min)	**Stakeholder Mapping** - 5 mins intro - 30 mins w/s - 15 mins discussion Session 3.D	**DAY 1 A.6: Group activity: Stakeholder Analysis and Mapping with an emphasis on PPPs** Support participants in laying out all stakeholders of a project, idea on one map to get a visual representation of all the people who can influence your project or idea, how they are interconnected and to help prioritize efforts and strategies for stakeholder engagement. *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.*	Resource WS2.3 Shah Nasir Khah, Head of RCs Office Fazilda Nabeel, Provincial Coordinator UNRCO and Veronique Verbruggen, Senior Inter-regional Advisor Governance, UN DESA
11:05 - 11:20 (15 mins) 11:20 –11:40 (20 mins)	**Day 2- Session 2** Inclusive Mindset	**Inclusive Mindset** **Presentation** from guest speaker linking to an Inclusive Mindset (15 mins) **DAY 2 A.2: Group activity** (20 mins)	Mi Kyoung Park, Governance and Public Administration Officer, UNPOG, UN DESA Facilitated by:

11:40- 12:00 **(20 mins)**		**Reporting back** in plenary (15 mins) and wrap up (5 min) *Key messages: Learning outcomes: Participants are able to recognize features of an inclusive Mindset to Leave No One Behind*	Shah Nasir Khan, Head, UNRCO and Fazilda Nabeel, Provincial Coordinator, Living Indus Initiative United Nations
12:00 – 14:00	**LUNCH**		
14:00 -14:10 **(10 mins)**	**Day 2- Session 4** **How to Practically Apply the Learnings and Key Elements of an Action Plan**	**How to Practically Apply the Learnings and Key Elements of an Action Plan** **Presentation** in Plenary	Shah Nasir Khan, Head of RCs Office Fazilda Nabeel, Provincial Coordinator, Living Indus Initiative United Nations
14:10 – 14:50 **(40 mins)**	**Day 2- Session 4** **40 min activity**	**DAY 2 A.4: Break-out Group and Activity (40 mins)** Each group to select a Facilitator and Rapporteur	Shah Nasir Khan, Head of RCs Office &

		1. Actions and Key Recommendations to Promote Transformational leadership at individual level and organizational levels 2. Actions to Key Recommendations Promote an Innovation at individual and organizational levels 3. Actions to Key Recommendations Promote a Collaboration Mindset at individual and organizational levels 4. Actions to Key Recommendations Promote an Inclusive Mindsets at individual and organizational levels 5. Actions to Key Recommendations Promote a Digital Mindset at individual and organizational levels Each group is required to reflect on the actions and key recommendations to promote a public sector transformation in the assigned area 5 groups will first work on the action plan at the individual level and in the next step will deal with the organizational level Ranking/Priority will be done for each proposed action Each Group will have 2 coordinators/presenters-one for individual and the other for organizational AP. *Learning outcomes: Participants are able to recognize features of a digital data governance Mindset* Peer learning and reflection exercise. Participants reflect on what actions and key recommendations will promote mindsets and behaviours individually and organizationally.	Fazilda Nabeel, Provincial Coordinator, Living Indus Initiative United Nations
14:50 – 15:30 (40 min)	**40 min reporting back in plenary**	**Reporting back in plenary (40 mins)**	

| 15:30- 16:40 (70 mins) | Day 2- Session 6

Changing Mindsets: Our Journey. | **DAY 2 A.6: Changing Mindsets: Our Journey.**

This will take about 20 min

Individually complete the action plan worksheet

This will take about 20 min (Plenary)

Team members please share your priorities with the rest of the group.

Teams write an engaging story of up to 50 words that captures learnings and actions from this workshop. (20 min)

Teams read out their stories. (10 min)

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. | Shah Nasir Khan, Head of RCs Office

&

Fazilda Nabeel, Provincial Coordinator,

Living Indus Initiative

United Nations |
| 16:40 – 17:00 (10 mins) | **Wrap up/reflect** | Conclusions | |

Annex 4: List of Participants

CIVIL SERVICES ACADEMY, PAS CAMPUS, LAHORE

BRIEF BIO-DATA OF PARTICIPANTS OF 5th DOMAIN SPECIFIC MCMC (2022-23)

S.R .#	Name of Officer,	Function
1.	Mr. Muhammad Umer Sher	Additional Secretary (Welfare), S&GAD, Punjab
2.	Mr. Muhammad Omer Masud	CEO, The Urban Unit, Government of the Punjab
3.	Flt. Lt. (R) Tahir Farooq	DC, Rawalpindi
4.	Syedah Rammallah Ali	Deputy Secretary/ EOC Coordinator Polio Program, Primary and Secondary Health Department, Punjab
5.	Syed Musa Raza	DC, Rahimyar Khan
6.	Mr. Muhammad Mahboob	Deputy Secretary Finance, Punjab
7.	Mr. Jameel Ahmed Jameel	Project Director, PAFDA, Government of the Punjab
8.	Capt. (R) Aurangzeb Haider Khan	GM Admin, TDCP, Punjab
9.	Mr. Muhammad Asif Raza	DC Hafizabad
10.	Mr. Altamash Janjua	Additional Secretary, Planning and Development, GB
11.	Mr. Muhammad Ali Bukhari	Deputy Secretary (Services), S&GAD, Punjab
12.	Capt. (R) Muhammad Ali Ijaz	DC Okara
13.	Mr. Abdul Fattah Hulio	Deputy Secretary, Governor House, Sindh

S.R .#	Name of Officer,	Function
14.	Mian Abdul Qadir Shah	AS, Home & Tribal Affairs Deptt
15.	Mr. Muhamad Ali Asghar	Chief Economist, P&D, KP
16.	Mr. Umara Khan	Additional Secretary, Higher Education Department, KP
17.	Ms. Nazia Parveen	District Officer Monitoring, Rawalpindi
18.	Ms. Rabia Orangzaib	Deputy Secretary, Ministry of Interior, Islamabad
19.	Ms. Rani Hafsa Kanwal	Deputy Secretary, Ministry of Commerce
20.	Ms. Sadia Haider	Director Coordination, IMPASS, Ministry of Interior
21.	Ms. Sadia Mehr	Additional Secretary SH&ME, South Punjab Secretariat, Multan
22.	Capt. (R) Syed Ali Asgher	Director Development, ICT Admin., Islamabad
23.	Ms. Xenia Hamayun Sanik	Director General, Parks and Horticulture Authority, Rawalpindi
24.	Mr. Samiullah Shaikh	
25.	Mr. Javaid Ahmed Kumbhar	

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](#)