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Survey on Mainstreaming the SDGs into the Curricula of the Schools of Public Administration

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Division for Public Institutions and Digital Government
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1. Executive Summary

The survey on Mainstreaming the SDGs into the Curricula of Schools of Public Administration was developed by the United Nations Department of Economic and Social Affairs, Division for Public Institutions and Digital Government, in November 2022 to provide an overview of the current state of Sustainable Development Goals (SDGs) courses and activities aimed at raising awareness and promoting the SDGs among civil servants. A survey on mainstreaming the SDGs is a crucial tool for understanding how schools of public administration or training institutes incorporate the SDGs into their operations and teaching strategies. The survey can help identify areas where organizations are making progress and areas where more work needs to be done. It can also provide valuable insights into how organizations engage with stakeholders and measure and report on their progress. By understanding the current state of mainstreaming the SDGs, organizations can better plan and ensure they take the necessary steps to achieve the goals. Indeed, mainstreaming the SDGs into courses of schools of public administration is an essential step in ensuring that public administrators are equipped with the knowledge and skills to implement the SDGs effectively. Furthermore, by integrating the SDGs into schools' curricula, civil servants will better understand the global challenges that the world is facing and the role that civil servants can play in addressing them and developing and implementing policies and programs that are in line with the SDGs. This will also help ensure that civil servants are aware of the importance of sustainable development and the need to take action to achieve the SDGs.

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

2. Background

The United Nations Department of Economic and Social Affairs, Division for Public Institutions and Digital Government, in collaboration with schools of public administration and regional public administration associations around the world, established a Global Initiative on Governance for the SDGs in 2017. The Global Initiative aims to strengthen the capacities of governments and public servants (in terms of knowledge, skills, attitude, leadership competencies, and mindset) to support implementation of the 2030 Agenda for Sustainable Development. The Global Initiative seeks to ensure that public institutions are equipped with the knowledge and skills required to respond to the challenges posed by the SDGs. It also provides guidance to higher education institutions on integrating the SDGs into public administration curricula, promotes teaching and research on the SDGs, and encourages their inclusion in public administration curricula. The Initiative also seeks to create a platform for international collaboration and dialogue to promote the successful implementation of the SDGs. Integrating the SDGs into the Schools of

Public Administration and/or Institutes of Training curricula is critical for the purpose of building a sustainable future for all. The Schools of Public Administration are ideally placed to help promote the SDGs as they deliver the education, training, and advice needed to help governments and other stakeholders implement them.

3. Objective of the Survey

In November 2022, in view of the preparation for the 2022 Annual Meeting with Schools of Public Administration and the 2023 SDG Summit[1], UN DESA/DPIDG designed a Survey to capture information from Schools of Public Administration, Institutes of Training, and Civil Service Commissions on mainstreaming the SDGs into their courses. This Survey aimed to provide a snapshot of the current SDGs courses and activities aimed at raising awareness and promoting SDGs among civil servants. It also provided an understanding of the level penetration of the SDGs in the teaching strategies of schools of public administration, institutes of training, and civil service commissions.

Mainstreaming the SDGs into the curricula of Schools of Public Administration and/or Institutes of Training requires a comprehensive and integrated approach. This should include the integration of the SDGs into the core courses of the programmes offered by Schools of Public Administration and/or Institutes of Training, as well as into the research and teaching methods used by faculty. The integration of the SDGs into the core courses of Schools of Public Administration/Institutes of Training should include an introduction to the SDGs and their importance, an exploration of the links between the SDGs and public administration, and an understanding of the challenges and opportunities associated with their implementation. The courses should also focus on the practical aspects of implementing the SDGs, such as public policy, public service delivery, and administration. In addition, the SDGs should be integrated into the research and teaching methods used by faculties. This includes developing research projects and courses focusing on SDGs, such as identifying potential policy solutions to SDG-related problems. It also provides for developing teaching materials that focus on the SDGs and using experiential learning activities to help students better understand the SDGs. Through such an approach, Schools of Public Administration can raise awareness of the SDGs and equip civil servants with the knowledge, skills, and attitudes needed to implement them in practice.

4. Survey Methodology

The Survey methodology included collecting data from targeted schools of public administration, institutes of training, and civil service commissions. The Survey included ten questions about the current state of SDG implementation, the challenges faced, and the strategies and actions taken to address them. It also included questions on new training requests, and challenges faced by the institutions over the past years, especially after the COVID-19 pandemic situation and current crises. Finally, the survey sought to

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[1] The 2023 SDG Summit marks the mid-point in implementing the 2030 Agenda for Sustainable Development. The 2023 SDG Summit is a global event for governments, civil society, and private sector actors to come together and discuss the progress toward achieving the SDGs and to renew their commitment to the global development agenda.

identify the most effective ways to measure progress and success in mainstreaming the SDGs. Nineteen institutions participated in the survey[2,3].

Ten schools of public administration, five Institutes of training, four Academic institutions, one Civil Service Commission, and one National Academy of Public Administration participated in the survey (Figure 1) from fourteen countries from all the regions of the world (Bangladesh, Ethiopia, Ghana, Indonesia, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Philippines, Rwanda, Samoa, Spain, and Viet Nam). Please see figure 2 below. Responses were also provided by the International Institute of Administrative Sciences IIAS, based in Belgium, the South Asia Network (SANPA), based in Bangladesh, and the Central American Institute of Public Administration (ICAP), based in Costa Rica.

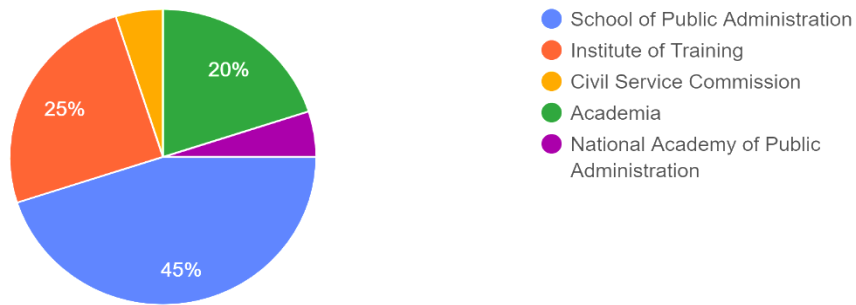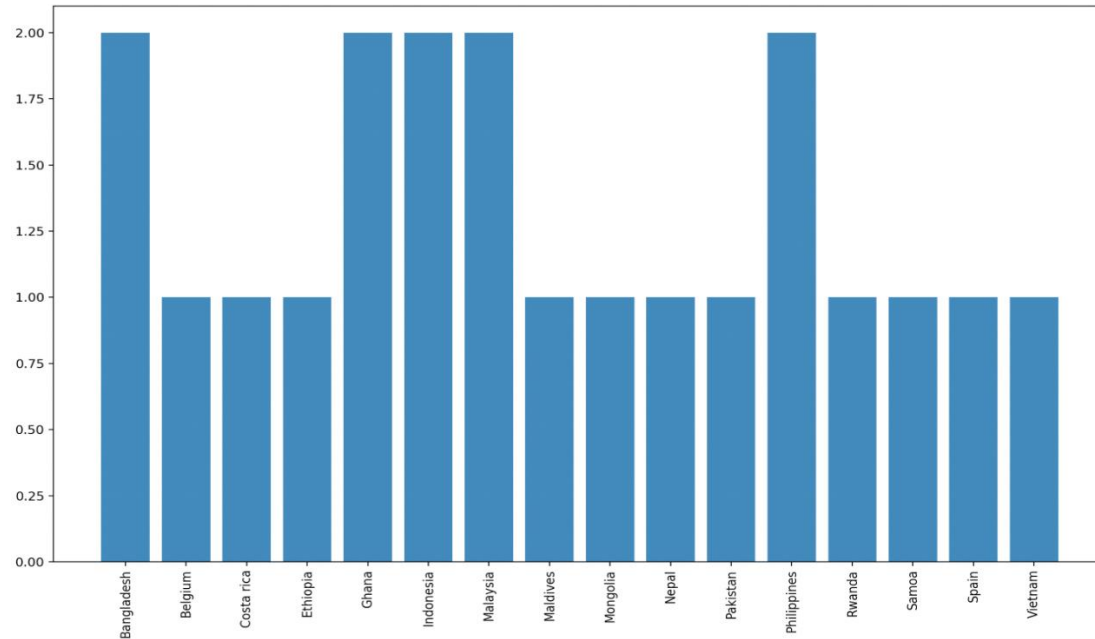*Figure 1: Type of Organization*

Figure 2: Surveyed Countries

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[2] The survey was sent to 65 selected institutions. They were selected as the United Nations Public Administration Network (UNPAN) stakeholders

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

Table 1: Type of Organization per Country

Country	Type of Organization
Bangladesh	**Bangladesh Public Administration Training Centre** (BPATC)
Bangladesh (Based)	**South Asia Network (SANPA)** - Academia
Belgium (based)	**The International Institute of Administrative Sciences (IIAS)** - Academia
Costa Rica (based)	**The Central American Institute of Public Administration** (ICAP) School of Public Administration
Ethiopia	**Ethiopian Civil Service University** (ECSU)– (Academia)
Ghana	**Parliamentary Training Institute** (Institute of Training)
Ghana	**The Ghana Institute of Management and Public Administratio**n (GIMPA) (School of Public Administration)
Indonesia	**The National Institute of Public Administration** (School of Public Administration)
Malaysia	**The National Institute of Public Administration (NIPA)-** (School of Public Administration)
Maldives	**Civil Service Training Institute (CSTI)** (Institute of Training)
Mongolia	**The National Academy of Governance (NAG)** (School of Public Administration)
Nepal	**The Nepal Administrative Staff College** (NASC) -Academia
Pakistan	**The National School of Public Policy** - (School of Public Administration)
The Philippines	**The Ateneo School of Government (ASoG)** (School of Public Administration)
The Philippines	**Development Academy of the Philippines – (DAP)** (School of Public Administration)
Rwanda	**Rwanda Association of Local Government Authorities (RALGA)** (Institute of Training)
Samoa	**Samoa Public Service Commission** (Public Service Commission)
Spain	**The National Institute of Public Administration – INAP** (School of Public Administration
Viet Nam	**The National Academy of Public Administration** (School of Public Administration)

5. Mainstreaming the SDGs into the Curricula of Training Institutions[4]

> **Q1: Has your institution mainstreamed the SDGs into training courses or programmes or have you developed new courses on the SDGs?**

The survey first mapped if public administration schools, institutes of training, and civil service commissions have mainstreamed the SDGs into training courses or programmes.

> *Most respondents indicated that they had mainstreamed them into training courses or programmes.*

IIAS is contributing to Programmes of Partner-institutions (universities/schools of PA) with presentations of SGDs (ex: USI MPM programme, URCA Master programme).

The **National Institute of Public Administration** from **Indonesia** highlighted that their master program curricula include one SDG subject, focusing on the local government level.

The **ICAP** (**Central America**) has included SDGs in its postgraduate programs related to environmental management, local development, and the new program on regulation and public policies in the energy sector. ICAP is revising all its academic offers and includes the SDGs as a cross-cutting element.

The **Ethiopian Civil Service University** (**ECSU**) has mainstreamed SDGs into the already offered gender, peace, conflict, and public administration and governance courses.

The **National Institute of Public Administration** (**INTAN**) of **Malaysia** mentioned promoting SDGs in courses such as Sustainable Economic Development, Sustainable Leadership, Leadership Gaps, Futures Thinking & Scenario Planning.

SANPA (South Asia) underlined that they organize webinars on SDGs.

The **National Academy of Governance** (**Mongolia**) has developed Vision-2050's training curriculum, and it is based on SDG.

Maldives (CSTI) mentioned that Goals 3, 5, 9, and 10 had been mainstreamed in several training programs from focus areas such as personal development, ICT, Innovation, and Gender equality.

Climate change and gender equality were also mainstreamed into trainings and policies/plans of the **Civil Service Commission (CSC)** of **Samoa**. Samoa (CSC) also highlighted that mainstreaming the SDGs was given less prioritization because SDGs would need to be included in national strategic documents first, with a clear identification of which SDGs should be linked to the different government agencies.

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[4] With training institutions, we refer to schools of public administration, institutes of training, civil service commissions, and development management institutes.

The **National School of Public Policy (NSPP)** in **Pakistan** underlined they had mainstreamed the SDGs into their courses. Indeed, SDGs serve as the basic guiding set of principles for our training framework.

The **Rwanda Association of Local Government Authorities (RALGA)** highlighted that SDGs had been mainstreamed into District Development Strategies and all courses developed by **RALGA** to ensure no one is left behind. A tool to monitor the implementation of SDGs was also developed.

The **Ateneo School of Government** of **the Philippines** highlighted that they have partially mainstreamed the SDGs, as they offer courses related to sustainable development, especially in the climate change and environmental governance track of the master's in public management course.

The **Parliamentary Training Institute** (**Ghana**) indicated that they do not actively mainstream the SDGs into their courses/programmes but plan to do it next year while **still in Ghana, GIMPA underlined that** they do not directly do it. Still, there are some courses and programs that utilize the SDGs.

On the other hand, **Viet Nam (NAPA)** mentioned that they only train in the "academy of administration".

The **Central Institue of Public Administration (ICAP)** has included SDGs in its postgraduate programs related to environmental management and local development and the new program on regulation and public policies in the energy sector.

There is a **need for SDGs to be included in national strategic documents such as Pathway for the Development of Samoa, Sector Plans, Ministries' Plans, Management Plans**, etc. There is also a need to clearly demarcate/identify the linkage of each government agency to each specific SDG and how the achievement of national, ministry, and divisional goals will help to achieve SDG goals.

Samoa and Ghana (GIMPA and PIT) do not actively mainstream the SDGs into their courses/programmes but plan to do it.

<u>Another trend is that training is generally tailored to different needs and levels of seniority</u>.

- The Civil Service Training Institute in Maldives **mainstream the SDGs for entry-level civil servants**. Their Induction program covers topics such as disability sensitization and is conducted for mass audiences newly recruited to Maldives Civil Service Institute.

- The Nepal Administrative Staff College (NASC) had **included SDGs subject in the regular in-service training course** under the development module of the training course.

- The Institute of Training in Bangladesh (BPTAC) has **incorporated SDG as a separate module for entry-level civil servants, linkage to policy at mid-level courses**. At the same time, the National School of Public Policy in Pakistan notes that **SDGs are included in mid-level to senior-level management courses**.

- INAP in Spain has been **integrating the SDGs into its courses**, especially selective courses for **new civil servants**.

- Samoa (CSC) mentioned that **climate change and gender equality had been mainstreamed into the Senior Managers' job descriptions**.

Finally, in terms of new courses, tools, skills, and competencies:

- Spain (INAP) mentioned that a **Training Plan on Sustainable Development Goals (SDGs) and Agenda 2030** had been approved to be developed between 2022 and 2025. The aim is to advance the cross-cutting implementation of these issues in public administrations by providing public employees with the necessary tools. The plan includes basic and specific actions that will contribute to acquiring the required skills to prepare budgets aligned with the 2030 Agenda, prepare a regulatory impact report on the SDGs, and incorporate policy coherence for sustainable development in the design of public policies and regulatory frameworks.

- Mongolia (NAG) highlighted the **training on the "Vision-2050" long-term development policy** and the new revival policy. They aim to strengthen the coherence of the government's policies and decisions and to direct the organization's activities and plans to implement this policy.

- RALGA mentioned that they **had developed a tool to monitor the implementation of SDGs**.

- SANPA (South Asia) plans to "**publish a book compiling country case of South Asia**".

- Pakistan (NSPP) underlined that the **UN DESA toolkit on changing mindsets in public institutions to realize the SDGs is being gradually mainstreamed in the training curricula of mid-level and senior-level management courses**.

- The DAP Graduate School (the Philippines), through its **Knowledge Innovation HubLab**, has implemented research programs to focus on attaining Sustainable Development Goals and Futures Thinking. Findings and recommendations from the knowledge products will help inform policymakers, leaders from the government sector, and stakeholders on policy reform.

6. Training material or tools or methods necessary in your view to advance the implementation of the SDGs

> **Q2: What training material or tools or methods are necessary in your view to advance the implementation of the SDGs?**

The survey also focused on the training material, tools, and methods necessary according to the surveyed schools to advance the SDGs' implementation. The responses are multiple and varied, but a few key trends can be noted.

- First, a few institutions including IIAS, INAP (Spain), BPTAC (Bangladesh), NSPP (Pakistan), NAG (Mongolia), NASC (Nepal), and NIPA (Indonesia) called **for collaborative learning methods, online training focus groups, interactive discussions, engaging seminars on the SDGs, workshops, masterclasses, focus groups, and study visits**.

- **IIAS** mentioned that students should produce **Policy Notes/Strategic Intelligence Mapping after the training**.

- Next, what appears to be necessary is engaging tools such as a **Mentimeter, Jamboard and workbook** to assess to what extent people are aware of the SDGs and how to increase their awareness {Malaysia (NIPA), and Indonesia (NIPA)}.

- Other schools highlighted the importance of **having statistics reports, data, current aggregated information on SDGs, and more materials that link governance and sustainable development goals** {Viet Nam (NAPA), the Philippines (ASoG), and Ghana (PTI)}.

- In addition, the Philippines (DAG) underlined the importance to **have futures thinking tools such as casual layered analysis, scenario building**.

- Along the same lines, ICAP (Central America) underlined the **need to showcase examples of how the consideration of SDGs impacts public administration's action** in the broader sense but particularly in the development of forward-looking public policy.

- Samoa (CSC) and the South Asia Network (SANPA) also emphasized the **role of institutions in SDG realization**. Samoa (CSC) mentioned the importance of having public sector coordinators to ensure that relevant SDGs pertaining to each sector are included in their sector plans/policies. Each sector coordinator will need to work collaboratively with the relevant Ministries to speed up the implementation of activities that will lead to the implementation/achievement of SDG goals.

- Rwanda (RALGA) and Nepal (NASC) underlined that it would be helpful to **have digital training material, such as a toolkit, in every pillar of SDGs**. Rwanda also mentioned the importance of having leaflets to popularize SDGs in various languages.

- The Nepal Administrative Staff College (NASC) of Nepal and the Academia of Ethiopia (ECSU) have been using the **UN material, including the 2030 Agenda and African Agenda 2063 and ECOSOC Principles of Effective Governance**.

- Finally, the Civil Service Training Institute in Maldives highlighted the **importance of media platforms for broader reach among the audience, virtual learning platforms for specific target audiences, and mainstream media channels to reach out to the public**.

7. Raising awareness of the SDGs among public servants

> **Q3: Is your institution raising awareness of the SDGs among public servants?**

> *Most of the surveyed institutions[5] mentioned that they raise awareness of the SDGs*

- Ethiopia **(ECSU)** highlighted that they work closely with its Civil Service Commission, and that helps to promote SDGs among the public servants through induction and orientations, training, and education.

- **Maldives (CSTI)** underlined that training programs are accessible to all civil servants of Maldives, and an extensive directory of our training materials are shared through their YouTube channel.

- **Mongolia (NAOG)** mentioned that they are obliged by a government resolution to organize short-term training for civil servants. So far, it has organized training for 1,500 civil servants of 16 ministries, 26 agencies, and their 159 affiliated organizations.

- Finally, **Pakistan (NSPP)** underlined that as the premier in-service training institution in the country, they expose their trainees to the philosophy, content, and methods of SDGs and how they can serve as a basic framework for public policy in a country.

- **Spain** (INAP) has created a space on their institutional intranet dedicated to the 2030 Agenda and the SDGs, and they have displayed SDG posters and cubes throughout the building.

- **ICAP** from Central America highlighted that they are in the process of including SDGs as a cross cutting topic in all its postgraduate programs.

- In contrast, Samoa's **Civil Service Commission (CSC)** responded negatively to the question. CSC of Samoa underlined the need for sector coordinators to ensure the implementation of the SDGs according to the relevant sectors and cited the lack of funding as another reason for the lack of awareness raising.

The following table summarizes the results of the various means put in place by the surveyed institutions to raise awareness of the SDGs among public servants.

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[5] IIAS, Bangladesh (BPTAC), Ethiopia (ECSU), Ghana (PTI, GIMPA), Indonesia (NIPA)[5], Maldives (CSTI), Mongolia (NAOG), Malaysia (NIPA), Nepal (NASC), Pakistan (NSPP), the Philippines (ASoG, DAP), Rwanda (RALGA), Spain (INAP), South Asia (SANPA) and Viet Nam (NIPA)} (Eighteen of 20 responses).

Table 2: Results of Surveyed Institutions to Raise Awareness of the SDGs among Public Servants

Country/Region	Type of Organization	How is your institution raising awareness of the SDGs among public servants?
South Asia (SANPA)	Academia	Civil servants are invited to activities and webinars.
IIAS (based in Belgium)	Academia	Conferences on Implementing SGDs / Public policies/ Indicators of SDGs/ 5Ps related activities as: Next Generation Governance and Young Global Public Administration IIAS- EUROMENA 2022 Implementing and Promoting Effective Governance Principles to Leave No One, No Place Behind IASIA 2022 Public Administration for Sustainable Future of our Societies
Ethiopia	Academia	The University is closely working with the Civil Service Commission and that helps to promote SDGs among the public servants through induction and orientations, trainings and education.
Ghana	Institute of Training	Mentioned in each Training module
Ghana	School of Public Administration	Through some of our courses and programs
Indonesia[6]	School of Public Administration	The high rank officers always remind the employees about the needs to implement green training program. Encouraging lecturers, students to support green campus, using technology to reduce paper-based materials. Providing lactation room, special track and toilet for disabilities, minimizing etc
Malaysia	School of Public Administration	Via Courses on Sustainable Economic Development, Sustainable Leadership, Leadership Gaps, Futures Thinking & Scenario Planning
Maldives	Institute of Training	Training programs are accessible to all civil servants of Maldives and a large directory of our training materials are shared through our YouTube channel.
Mongolia	School of Public Administration	According to Resolution No. 139 of the Government of Mongolia dated April 6, 2022, NAOG is obliged to organize short-term training for civil servants using new advanced methods. So, we have begun our training program and as a result, NAOG has organized series of trainings for 1,500 civil servants of 16 ministries, 26 agencies, and their 159 affiliated organizations.

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[6] The two answers have been merged

Nepal	Academia	By including the subject in regular training course. And SDGs localization program supported by UNDP in 2020.
Pakistan	School of Public Administration	As the premier in-service training institution in the country we expose our trainees to the philosophy, content and methods of SDGs and how it can serve as a basic framework for public policy in a country.
Philippines	School of Public Administration	Through the different courses being taught in our Masters' programs and short courses.
Philippines	School of Public Administration	Through cascading activities such as webinars, workshops, conduct of certificate courses and programs, and research conference.
Rwanda	Institute of Training	Public talks and SDG mainstreaming into induction materials
Spain	School of Public Administration	A space on the INAP intranet dedicated to the 2030 Agenda and the SDGs has been created. SDG posters and cubes are displayed throughout the building.

8. New training demands needed to progress on SDGs implementation

> **Q4: What are the new training demands received over the past two years that are needed to progress on SDGs implementation?**

The survey also focused on mapping the different demands received over the past two years related to progress on SDGs implementation. It aimed to provide insights into the kinds of requests received by stakeholders, the geographic nature of those demands, their source, and how they are being addressed. This question is critical, as it allows for improving materials and training.

- The survey highlighted that in this post-Covid era, **it is essential to focus on digital governance, digital literacy, and learning of the civil servant** - Ethiopia (ECSU), Maldives (CSTI), Mongolia (NAOG), Nepal (NASC), and Malaysia (NIPA). Demands also included training on measures for developing the economy after the Covid-19 crisis (**Viet Nam-NAPA).**

- For **Mongolia**, it is crucial to make these materials interesting, concise, and engaging.

- For **Malaysia**, it is critical to focus on digital awareness, collaboration, and the formation of public-private-people partnerships.

- Also, a focus on the SDGs has been mentioned by (**Ghana, PTI**). In particular, the **Parliamentary Training Institute** in Ghana has highlighted the need for government agencies and ministries to

address the Sustainable Development Goals (SDGs) and assess the country's current level of development.

- Training on the Implementation of the Sustainable Development Goals (SDGs) in **Bangladesh**, with a focus on Localization and Developing Locally Adaptable Strategies, has been highlighted by **Bangladesh (BPATC)**; while Training on Overcoming Poverty in **Indonesia (NIPA)** and Development and Procurement Management, as well as Training of Trainers in **Nepal (NASC)**.

- The **CSC** in **Samoa** mentioned that in light of COVID-19 restrictions, only generic trainings were provided to meet the training demands of public servants. The latter have included report writing, customer service, and leadership development, with limited opportunity to explore technical trainings.

- **Pakistan (NSPP)** mentioned the need to have lectures and exercises on the themes of "climate change" and "changing mindsets of civil servants," while **Indonesia (NIPA)** mentioned training programs that can encourage leaders to promote SDGs to their subordinates at work.

- It is noteworthy that the Rwanda Association of Local Government Authorities (**RALGA**) has received requests for tailored induction handbooks delivered in the form of a masterclass conducted by accredited/certified trainers. These manuals cover various topics, including administration, governance, human resources management, public finance management, and service delivery. Moreover, RALGA has been requested to develop manuals that will be delivered through masterclasses led by certified trainers.

- Finally, in terms of course length and modality, the School of Public Administration in **Spain (INAP)** mentioned the need to have short and very practical courses on specific issues, e.g., regulatory techniques, budgets aligned to the SDGs, sustainable public procurement, and policy coherence for development.

- **IIAS** received demands on best practices workshops for implementing SDGs (as on Climate action) with IIAS partners.

- **ICAP** (Central America) has included the SDGs in the revised version of the Master's Program on Environmental Management and the new Program on Regulation and Public Policies in the Energy Sector.

9. Challenges faced in terms of teaching the SDGs or mainstreaming into your courses

Q5: Does your institution face challenges in terms of teaching the SDGs or mainstreaming them into your courses?

Most of the surveyed institutions mentioned challenges faced in terms of teaching the SDGs or mainstreaming them into their courses and wrote about the measures taken to tackle them.

- A significant number of respondents witnessed challenges, **including adapting SDGs in their courses, and promoting them** (Schools from Nepal (NASC), Pakistan (NSPP), Philippines (AoSG), Indonesia (NIPA), and Mongolia (NAOG) and the Civil Service Commission from Samoa).

- Spain (INAP) underlined that the main **challenge is to deliver quality online learning training** for a more significant impact.

- Several institutes [from Bangladesh (SANPA), Ethiopia (ECSU), Maldives (CSTI), Nepal (NASC), Rwanda (RALGA), and Ghana (PTI)] need **more human capacity and financial resources**. And the **need to partner with other institutions** (Maldives), which proves to be time-consuming and complex at times.

- Samoa (CSC) mentioned they have yet to **deliver training specifically on SDGs mainly because it has not been a training demand from Human Resource**.

- Viet Nam (NAPA) mentioned the **lack of awareness of the relationship between the economy and administration** as a challenge.

- IIAS has indicated that the **integration of Sustainable Development Goals (SGDs) into the accreditation of programmes** is achieved using accreditation bodies, such as the European Association for Public Administration Accreditation (EAPAA) and the International Consortium for Accreditation and Professional Achievement (ICAPA).

- The National Institutes of Public Administration (NIPA) in Indonesia, the Bangladesh Public Administration Training Centre (BPATC), and the National School of Public Policy (NSPP) in Pakistan **have emphasized the importance of having experienced trainers on the subject matter of the SDGs**. They have identified the challenge of the diverse trainee cohort in Pakistan, including officers from specialized cadres such as taxation and audit, and the difficulty of fitting the concept of SDGs into their departmentalized imaginations. To address this, the institutes have suggested **utilizing pedagogical tools, including case studies**. BPATC has also mentioned the need for more training on the issues pertaining to SDG and experienced faculty members on the subject matter.

- The NIPA has further highlighted the need for **practical training opportunities for students to gain a better understanding of SDGs**, drawing on the lessons learned from other countries. Lastly, Rwanda has identified staff turnover and a lack of resources to organize induction or refresher courses as challenges.

- The Academia of Ethiopia noted the **lack of leadership commitment**.

- The Philippines (AoSG) mentioned they hope to better spark interest in the SDGs by **providing a framework to link SDGs and the principles of governance**. However, this could be taken more explicitly in our courses.

- In an effort to better equip its faculties members, Nepal (NASC) is endeavoring to **incorporate themes related to the SDGs into its regular courses** and thereby enhance the capacity of its faculty.

- The NAPA in Viet Nam highlighted the need for an increased understanding of the **link between economic performance and administrative practices**.

- The challenges faced by **Maldives** and **Malaysia** in regard to their curriculums have highlighted the **need for external partnerships and toolkits to measure progress**, with Maldives having a small team to develop SDG-related curriculums and modules, and Mongolia needing **toolkits to compare their curriculums**.

- On the other hand, the schools of Public Administration of Malaysia (NIPA), the Philippines (DAP), and the School of Public Administration in Ghana (GIMPA**)** reported no challenges. The same ICAP in Costa Rica mentioned that difficulties had yet to be identified since they have enhanced their programs by implementing specialized conferences demonstrating how the SDGs can be applied in public administration.

10. Collaboration with other training/academic institutions to advance the teaching and training of the SDGs

Q6: Did you establish collaboration with other training/academic institutions to advance the teaching and training of the SDGs?

*One of the key trends that emerged from the survey is that **public administration institutions need collaboration with other training/academic institutions to advance the teaching and training of the SDGs**[7].*

- ICAP from Central America, Indonesia (NIPA), Samoa (CSC), the Philippines (AoSG), and Ghana (PTI and GIMPA) mentioned that they have yet to collaborate with other institutions.

- The Civil Service Commission of Samoa highlighted that while delivering trainings on the SDGs is neither a Key Performance Indicator of any Division, nor a training demand from Human Resource Coordinators, a lack of funding is anticipated to be a challenge, as awareness of the SDGs must be raised.

- The Philippines intends to collaborate with other local universities to teach the course. Ghana (GIMPA) is planning to cooperate with the UNDP office in Accra to provide educational materials and posters. ICAP is in the process of establishing cooperation with other institutions regarding SDGs.

Three institutions have cited collaboration with different ministries.

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[7] Schools in Pakistan (NSPP) and Mongolia (NAOG) have not responded to the questions.

- ✓ The Institute of Training in **Maldives** collaborates with the Ministry of Gender, Family, and Social Services. The School of Public Administration in **Spain** collaborates with the Ministry of Social Rights and Agenda 2030.
- ✓ The Institute of Training in **Bangladesh (BPTAC)** collaborates with different universities in addition to UN DESA and UNPOG.
- ✓ The other institutions quoted include the Local Government Authority, Human Rights Commission and Anti-Corruption Commission of the Maldives (**Maldives-CSTI**), EROPA for the Academia of **Bangladesh (SANPA)**, the Ethiopian Society for Public Administration & Management for the Academia in **Ethiopia (ESCA)**, and the Centre for Economic and Public Finance Studies for the School of Public Administration in **Malaysia (NIPA)**.
- ✓ The Institute of Training in **Indonesia** specifically collaborated with the Global Green Growth Institute (GGGI) to promote green training programs.

> *Another key trend is **a collaboration with different universities**.*

- ♦ The **School of Public Administration in Spain** has teamed up with the Technology Innovation Center for Development of the Polytechnic University of Madrid (itdUPM).
- ♦ **RALGA** has partnered with the University of Rwanda, and the University of Applied Public Administration in Rhineland Palatinate, Germany, has also joined in the collaboration.
- ♦ **Philippines (DAP)** mentioned collaboration through MOUs with State Universities and Colleges. Areas of cooperation include the conduct of certificate courses and research projects focusing on SDGs.

11. The Curriculum on Governance for the SDGs developed by UN DESA together with schools of public administration

> **Q7: Are you aware of the Curriculum on Governance for the SDGs developed by UN DESA together with schools of public administration? If yes, which courses are most relevant to your work.**

The survey also focused on mapping current awareness of the Curriculum on Governance for the SDGs developed by UN DESA and schools of public administration and the relevance of the courses to the schools' work. This question is critical as it allows for better tailoring schools' needs.

Eleven institutions {from Bangladesh (BPATC), IIAS, Central America (ICAP), Indonesia (NIPA), Mongolia (NAOG), Malaysia (NIPA), Ethiopia (ECSU), Viet Nam (NAPA), Pakistan (NSPP), Philippines (AoSG), and Spain (INAP)} responded positively.

At the same time, seven {Samoa (CSC), Nepal (NASC), Bangladesh (SANPA), Rwanda (RALGA), Maldives (CSTI), and Ghana (PTI and GIMPA)} moved on to the next question underlining non-awareness.

"**Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development**" particularly stands out from institutions from **Bangladesh, Central America, Ethiopia, Mongolia Pakistan, Philippines, and Spain** mentioned it.

School of Public Administration **in Indonesia, Viet Nam** and **Malaysia** cited "I**nnovation and Digital Government for Public Service Delivery." IIAS in Belgium** named **"Effective National to Local Public Governance for SDG Implementation**." The figure below summarizes the institutions' responses.

Figure 3: An overview of the relevance of the courses of the Curriculum on Governance for the SDGs for the work of surveyed public administration schools
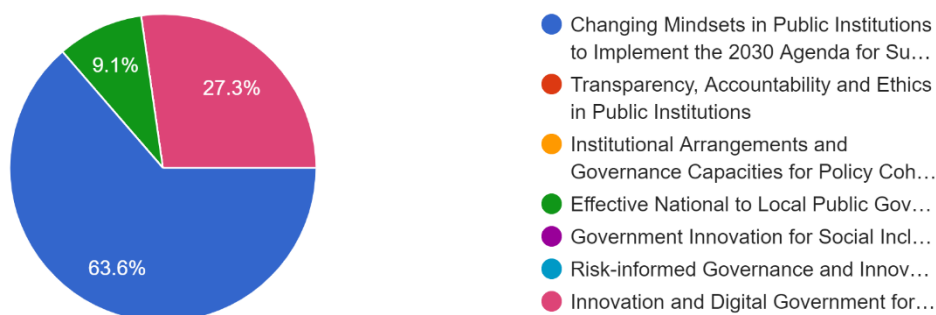
12. UN DESA's support teaching the SDGs or mainstreaming them into courses, including by adapting the Curriculum on Governance for the SDGs

> **Q8: How can UN DESA support your institution in teaching the SDGs or mainstreaming them into your courses, including by adapting the Curriculum on Governance for the SDGs?**

Among the suggested ways to support, several schools identified the **need for training programs** in Mongolia (NAOG), Nepal (NASC), and Samoa (CSC), and the Institution of Training in Bangladesh (BPTAC) mentioned the **need for a Symposium**.

Technical advice and capacity development support was also requested from Maldives (CSTI), Ghana (GIMPA), Indonesia (NIPA), Mongolia (NAOG), Pakistan (NSPP), the Philippines (NIPA), Samoa (CSC), Nepal (NASC), Rwanda (RALGA) and Viet Nam (NAPA).

Nepal and Ethiopia mentioned the **need for the Training of Trainers**. At the same time, the Civil Service Commission of Samoa and the School of Public Administration of Mongolia highlighted **the need for support for financial support for trainings and awareness-raising sessions on SDGs**. Several schools requested the **adaptation of the Curriculum on Governance for the SDGs** (Mongolia-NAOG; Ethiopia-ESCA; Indonesia- NIPA).

Other forms of support were indicated by surveyed institution. For example, Samoa highlighted **the need to ensure the inclusion of SDG activities in national documents, sector plans, and individual plans**; Malaysia called the **need to receive data updated material on the SDGs relevant for the South-East Asia (SEA) region** and PTI of Ghana on **already made and tailored courses that border on the SDGs**.

The Philippines (DAP) indicated **activities for knowledge-sharing activities and consultation meetings**, while the ICAP of Central America **highlighted the need for specialized conferences that would showcase**, with applied examples, **the implementation of SDGs in public administration a**ction. Along the same lines, Maldives (CSTI) expressed the request for **sharing expertise on curriculum development and knowledge sharing through personal interactions**. Of the remaining countries, IIAS did not leave a response to this question.

> ## Q9: What other topics is your institution interested in?

Question number 9 aimed to better assess the needs of the institutions by asking what other topics they are interested in.

> The trend is that the **surveyed institutions are interested in governance, innovation, leadership, transparency, and integrity, social inclusions and changing mindsets in public institutions.**

- For example, the Civil Service Commission of Samoa specifically underlined **public governance**, the Academia of Ethiopia underlined **digital governance and transformation**, the public administration school in Mongolia mentioned **risk-informed governance and innovative technology for disaster risk reduction and resilience**, while the Institute of Training in Bangladesh (BPTAC), and RALGA in Rwanda mentioned **climate governance as well as accountable local governance** (RALGA) and **local level policy** adaptation (BPTAC).

- Another vital topic for surveyed institutions is **innovation**. For example, the School of Public Administration in Mongolia cites "**Innovation and Digital government for public service delivery**." At the same time, the School of Public Administration in Ghana mentioned "**Government Innovations for Social Inclusion of the Vulnerable Groups**." The Schools of Public Administration in Pakistan (NSPP) and in Mongolia (NAOG) both cited **transparency** and the latter and the School of Public Administration in Ghana also indicated **changing mindset in public institutions** to implement the 2030 agenda for sustainable development.

- **Awareness of the SDGs** also emerged as an essential topic. For example, the Parliamentary Institute of Training in Ghana is interested in "**promoting the SDGs at your place of work**," while NIPA of Indonesia is interested in "**building the awareness of the Indonesian millennials about SDGs**."

- Additional responses were provided, demonstrating the different interests of the schools. Maldives (CSTI) is interested in **training programs relevant to SDG 16 and 17**, Samoa (CSC) in **leadership and integrity**, IIAS is **strengthening institutions for sustainable development**, Nepal (NASC) and SANPA (South Asia) in receiving **support in capacity building Training of Trainers**, and Malaysia (NAOG) in **strategic management and foresight studie**s.

- Bangladesh (BPTAC) mentioned the **public administration system, capacity development, and local-level policy adaptation**.

- The School of Public Administration of **Ghana** indicated "**Effective National to Local Public Governance for SDGs; Government Innovations for Social Inclusion of the Vulnerable Groups.**"

- Viet Nam (NAPA) cited **online public service delivery**, Pakistan (NSPP) **policy coherence and digitalizati**on, and Rwanda (RALGA) **citizen participation and human Resources management**.

- ICAP from Central America **emphasized the need for public action that facilitates the inclusion of those who are disadvantaged due to gender, social, or economic circumstances**.

- Finally, the School of Public Administration of Spain answered that it has no other topic of interest.

The following table details the different interests of institutions.

Table 3: Different Interests of Institutions

Country/Region	Type of Organization	What are other topics is your institution interested in?
South Asia (SNPA based in Bangladesh)	Academia	We have a rich pool of scholars who can contribute to SDG training. If we get support from UN DESA, we can utilize these scholars in training and book projects.
Bangladesh	Institute of Training	Climate governance, public administration system, capacity development, local level policy adaptation
Belgium	Academia	Strengthening institutions for sustainable development.
Central America (ICAP based in Costa Rica)	School of Public Administration	Public action that is conducive to inclusion of persons in vulnerable position, either by gender, social or economic conditions.
Ethiopia	Academia	Digital Governance and transformation
Ghana	Institute of Training	Promoting the SGGs at your place of work
Ghana	School of Public Administration	Effective National to Local Public Governance for SDGs; Government Innovations for Social Inclusion of the Vulnerable Groups; Transparency, Accountability, and Ethics in Public Institutions; Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development

Indonesia[8]	School of Public Administration	Building the awareness of the Indonesian millennials about SDGs Innovation and digital governance for public service delivery, ethics and transparency in public institutions
Malaysia	School of Public Administration	Strategic Management and Foresight Studies
Maldives	Institute of Training	Training programs relevant to SDG 16 and 17 would be of great value to our institution.
Mongolia	School of Public Administration	Transparency, Accountability and Ethics in public institutions, Governance, Risk-informed Governance and innovative technology for disaster risk reduction and resilience, Innovation and Digital government for public service delivery. Changing mindset in public institutions to implement the 2030
Nepal	Academia	Receiving support in capacity building Training of Trainers
Pakistan	School of Public Administration	Policy coherence and transparency and digitalization
The Philippines (AoSG)	School of Public Administration	Specific topics such as rural and agricultural development, technology and enterprise development and energy transitions where the SDGs can be discussed.
The Philippines (DAP)	School of Public Administration	21st century skills, public administration reform, good governance, public sector productivity
Rwanda	Institute of Training	Citizen participation, climate governance, Human Resources management, accountable local governance
Samoa	Civil Service Commission	Public Governance, Leadership, Integrity
Viet Nam	National Academy of Public Administration	Online public service delivery

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[8] Two answers from Indonesia have been merged

> **Q10: Are you willing to share with us case studies on the courses you are teaching that relate to new mindsets and the SDGs, or on any other related topic?**

All surveyed institutions answered positively to providing case studies on the courses related to new mindsets and the SDGs or any other related topic.

The School of Public Administration of the Philippines specified that they could **share the syllabus of the different course modules they teach**. Belgium answered "yes" in partnership with their network. The Academia of South Asia (SANPA) reiterated its will partner with UN DESA. The School of Public Administration of Malaysia "**would need to incorporate the materials shared first and conduct training and see how it fairs.**" The School of Public Administration of Ghana responded that they are "**using the targets as assignment points and case studies for some of my courses**."

13. Conclusions

The survey results showed that **most institutions are actively working to mainstream the SDGs into their training courses**. They indicated that they have, or plan to, mainstream the SDGs into their courses/programmes, and identified climate change and gender equality as the most often mainstreamed. They also mentioned that they have developed new training courses on the SDGs, which are offered to their students. However, there is still a need for more awareness and understanding of the SDGs to ensure they are effectively implemented.

The training courses developed are **tailored to different needs and levels of seniority, ranging from entry-level to senior level**. Moreover, new courses, tools, skills, and competencies are being developed to help public employees acquire the skills required to implement the SDGs.

Overall, the survey results suggest that **training materials, tools, and methods should be tailored to the specific needs of each institution to advance the implementation of the SDGs effectively**.
Suggestions also include **developing a comprehensive curriculum framework containing the SDGs and providing specific guidance on how to incorporate themes related to the SDGs into its regular courses**.

Trainings of trainers are also needed to help faculty become more aware of the implications of the SDGs on their fields and to engage civil servants in the topics better. In addition, to develop a greater understanding of the SDGs, institutions can partner with other institutions and create training initiatives or material for civil servants that are vital to discuss the SDGs and their implications at the individual, organizational and societal levels.

In conclusion, SDG mainstreaming into training courses and programmes is a growing trend in public administration schools, institutes of training, and civil service commissions. However, the survey also revealed that the **institutions face several challenges regarding resources, capacity, and access to information**. In addition, they face challenges in adapting their training courses to the current crises and pandemic situation. Teaching organizations also need resources to integrate SDG-related content into their courses and support and guidance to ensure that these themes are effectively addressed in their teaching.