



United Nations

Department of
Economic and
Social Affairs



Capacity Development Training Workshop on

CHANGING MINDESTS IN PUBLIC INSITUTIONS TO REALIZE

THE 2030 AGENDA IN [ADD THE NAME OF THE COUNTRY]

Organized by

National School of Public Policy of [add the name of the country]

with the support of United Nations Department of Economic and Social Affairs (UN DESA)

and the Resident Coordinator Office in [add the name of the country]

22 & 23 August 2022 – 9.00 a.m. to 5.00 p.m. ([add the name of the country] Standard Time)

21 & 22 August 2022 – 11.00 p.m. to 7 a.m. (New York Time EST)

TABLE OF CONTENTS

Table of Contents

1. The Toolkit on Changing Mindsets in Public Institutions to Realize the 2030 Agenda.....	3
2. Curriculum on Governance for the SDGs.....	3
3. Purpose of the Facilitator Guide.....	4
4. Purpose of the Training Course	4
Training Scenario for Toolkit Delivery	5
5. General Facilitation Guidelines.....	7
6. Specific Facilitation Guidelines for the Training Course on “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development in [add the name of the country] ”	10
6.1 Introduction.....	10
6.2 Workshop on “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development in [add the name of the country] ”	11
6.3 Agenda.....	12
6.4 Script.....	12
Day 1 - Setting the scene: Why is changing mindsets critical to the implementation of the SDGs? Exploring New Mindsets	19
22 August 2022.....	Error! Bookmark not defined.
Day 2 - Setting the scene: Why is changing mindsets critical to the implementation of the SDGs? Exploring New Mindsets	31
23 August 2022.....	31
6.5 Annex I – The “Mindset Challenge” Approach.....	38
6.6 Annex II – Impact Assessment & Evaluation	55
6.7 Annex III – Reading List.....	59

The Toolkit on Changing Mindsets in Public Institutions to Realize the 2030 Agenda

The Toolkit on Changing Mindset in Public Institutions to realize the 2030 agenda is part of the Curriculum on Governance for the Sustainable Development Goals which was prepared by the UN Department of Economic and Social Affairs (UN DESA), Division for Public Institutions and Digital Government (DPIDG). UN DESA/DPIDG's mission is to support governments in strengthening their capacities to translate the Sustainable Development Goals (SDGs) and other internationally agreed goals into institutional arrangements, strategies and programmes for effective service delivery and participatory, accountable and inclusive decision-making processes. The division's capacity development efforts are geared towards supporting developing countries, with a focus on Least Developed Countries (LDCs), Landlocked Developing Countries (LLDCs) and Small Island Developing States (SIDS).

Turning sustainable development from concept into practice presents countries with new governance and institutional challenges. One of the 11 principles of Effective Governance for Sustainable Development, developed by the UN Committee of Experts on Public Administration and endorsed by the Economic and Social Council in 2018, is **competence**. A competent and effective public service with well-motivated and professional public servants is at the center of success in implementing government policies and programs related to the 2030 Agenda and the SDGs, including in delivering services to the furthest left behind. Without a dedicated effort to help governments mobilize and build the capacities of public servants at all levels, progress on the SDGs may be undermined by ineffective bureaucracies.

In light of the above, the UN Department of Economic and Social Affairs works closely with schools of public administration and governments to help countries around the world meet their economic, social and environmental goals in a balanced way. The ***UN DESA's Global Initiative on Equipping Public Servants with the Capacities to Implement the SDGs*** aims at developing the capacities of governments and public servants (in terms of knowledge, skills, attitude, leadership competencies and mindsets) to support the implementation of the SDGs, provide data and information about development of capacities in the regions; and support institutional capacity development for improved public service delivery as well as North-South and South-South exchange of effective governance practices to ensure cross-fertilization and mutual learning.

The work carried out by UN DESA/DPIDG with governments and schools of public administration is based on four building blocks:

- ✓ Systems thinking
- ✓ Co-creation
- ✓ Driving transformational change
- ✓ Focusing on impact

The initiative engages schools of public administration in developing and updating their curricula to reflect the SDGs and the key principles and objectives of the 2030 Agenda and to develop the relevant competencies that public sector leaders and public servants need to effectively support the implementation of Agenda 2030.

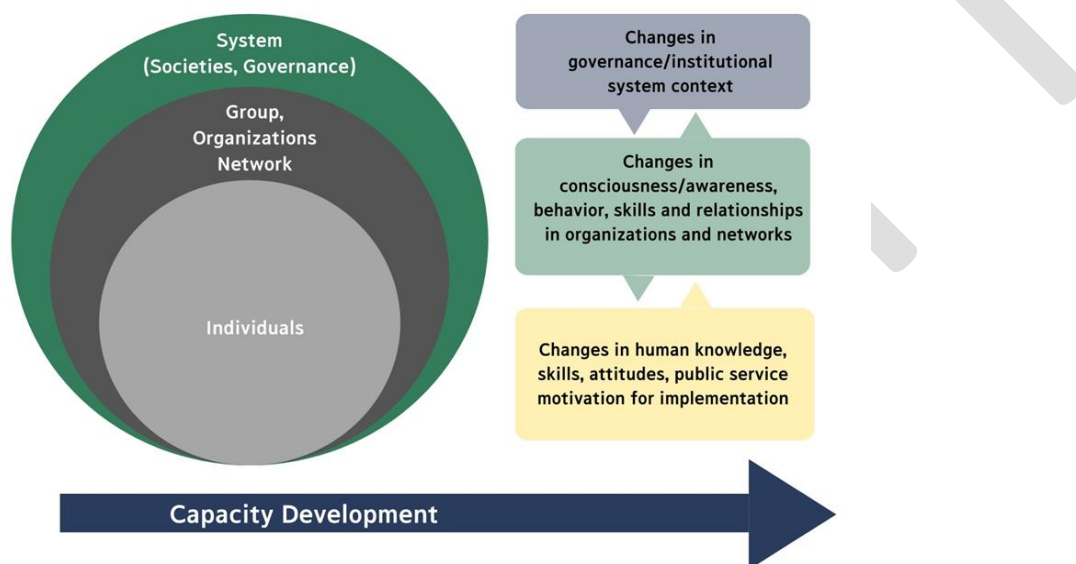
1. Curriculum on Governance for the SDGs

Four years after the adoption of the 2030 Agenda for sustainable development, it is clear that there is a strong commitment and momentum for implementation. But it is also clear that implementing the

Sustainable Development Goals (SDGs) presents major challenges for public institutions that need new capacities and knowledge to provide integrated support to SDG implementation and to “leave no one behind”.

A Curriculum on Governance for the SDGs was developed in collaboration with schools of public administration and other partners to respond to the need to equip public servants with the capacities to realize the 2030 Agenda.

The Curriculum is composed of a number of training tool-kits which provide a holistic roadmap in terms of key governance elements needed to implement the SDGs. Each training tool-kit is inter-related and complementary to the other ones. New national and local capacities are needed to design and implement holistic, integrated, coherent and informed political and institutional frameworks that support these new aspirations and goals. Effective governance strategies, knowledge, new skills, and attitudes are essential to build public servants’ capacities for SDG implementation and drive individual, institutional and societal changes. In designing the training tool-kits, a multi-disciplinary approach is being adopted since this is critical to addressing sustainability issues.



For more information on the Curriculum, please see the Curriculum Guide.

2. Purpose of the Facilitator Guide

The purpose of this Guide is to provide advice and tips on how to facilitate the training course on “**Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development**” by using the toolkit material.

3. Purpose of the Training Course

The training course is intended to provide methodologies and approaches that can support countries in building capacities at the **individual, organizational and institutional/societal levels**.

It provides methodologies and guidance tools that can assist schools of public administration and governments to drive the transformational change needed to advance the implementation of the 2030 Agenda. These elements include:

- understanding key challenges within the selected area of each training toolkit
- creating a vision for change
- involving a wide range of stakeholders
- identifying enabling factors
- understanding the inter-linkages among the SDGs
- establishing links between vision, goals, objectives and which activities lead to desired outcomes
- developing a roadmap for implementation
- elaborating concrete action plans for follow-up and indicators of achievement

Focusing on impact: The training toolkits are aimed at providing concrete outcomes and lasting impact. For this reason, they are co-created with schools of public administration and other key stakeholders. The training toolkits will be continuously updated and expanded based on the feedback received from schools of public administration and governments. They will become “living documents” that can be customized to the needs of specific countries. To ensure that the training toolkits are relevant and have an impact, they will be pilot tested, on a voluntary basis. Follow-up to the training can also be strengthened through targeted advisory services and peer-to-peer learning workshops. Engaging with schools of public administration will ensure a multiplying effect since national schools will utilize the Curriculum to train public servants.

Beneficiaries: The Curriculum and its training toolkits will be used through different avenues. It is intended in the first place for use by governments and civil servants through the schools of public administration. The training toolkits will be made available online and schools of public administration will be encouraged to utilise the material in any way they see relevant. Moreover, DPIDG advisors will use the training package for specific capacity development delivery, based on requests by governments or by regional commissions. Finally, this training course can also be useful for resident coordinators who have been approached directly by respective government partners that they partner with. The training toolkits will be tailored to the appropriate level, depending on the specific requests.

Exchange Platform: UNPAN (United Nations Public Administration Framework) website was revamped and will be used as an interactive platform for this Curriculum. Schools of public administration will be able to make changes and provide feedback by becoming partners of UNPAN and sharing their own comments as well as their own curricula, case studies, etc.

Capacity Development Training: Training courses and material are provided free of charge. All materials will be made available online. While the training courses are intended as training for trainers, short online trainings/courses will be developed in a second phase.

Training Scenario for Toolkit Delivery

The following is a checklist to implement face to face capacity development activities where facilitators and training organizers can follow a standardized process. The checklist ensures minimum criteria in key areas of instructional design applicable to learning and training, including analysis, design, development, implementation and evaluation (ADDIE).

- **Analysis**

Step 1: Conduct a Needs Assessment Exercise through various modalities. These could include feedback during workshops or a short online survey to better define participant or learner expectations, training objectives, contents

Step 2: Gather information about the target audience (e.g. level of skills, knowledge, and preferred role in public institution, specific countries, etc.)

Step 3: Identify the purpose, goals and learning objectives of the training (e.g. competency gaps, problem to solve, Sustainable Development Goal targets it seeks to impact, etc.)

- **Design**

Step 1: Create a draft structure for the training bearing in mind the logical flow of the training and skeleton structure focused on i) introduction of concepts and policy frameworks, ii) examining application to national context, iii) new expert knowledge on key topics, iv) training output preparation, and v) evaluation.

Step 2: Circulate the draft structure and agenda for peer review and potential partnerships with schools of public administration and expert institutions. Define the number of days for the training – ideally between four to five days of duration, bearing in mind budget limitations. Ensure that the training is flexible enough so that schools of public administration may use components of the training or adapt the training to their own needs.

Step 3: Develop learning objectives per module and draft learning content. Link learning objectives and the content of training in a sequenced and logical manner, bearing in mind the limitations of the target audience.

- **Development**

Step 1: Based on the work prepared during the previous phases, create and develop the content and activities of the training course.

Step 2: Identify experts and resource persons to contribute to sessions

Step 3: Use exercises per module and ask participants to read the suggested readings the day before of each session of the course. Prepare exercises and facilitation tools in line with the target audience's capabilities and limitations in mind. Note that exercise outputs such as action plans can serve as evidence for later evaluation of the training's effectiveness.

- **Implementation**

Step 1: Circulate the call for training participants and define the final list of participants, including their background (e.g. through short bios collected into a booklet), the background information of resources persons and all relevant personnel which will be active in the training delivery. This information can be presented as part of a training booklet or guide to be used during the training.

Step 2: Prepare, collect and test the training materials including presentations, exercises, research and additional reading materials, and equipment to ensure they are operational and efficient in order to meet the objectives of the training. Ensure that the training materials are organized and readable for all participants in the target audience, bearing in mind their needs.

Step 3: Deliver the training in a timely and efficient format. Ensure there is a timekeeper, rapporteur, note taker, facilitator and local personnel to guide through each training module and session.

Step 4: Prepare social media updates and photos that are collected throughout the training, including quotes and cases from the countries and participants. Circulate these to the communications focal point for publishing.

- **Evaluation**

Step 1: Using one of the evaluation templates provided here in annex 6.2, evaluate the training results by distributing the forms to participants to ensure that the goals and objectives have been achieved via both formative and summative evaluations:

- a. Formative evaluation is carried out throughout the different stages of the training (e.g. daily or per module).
- b. Summative evaluation is done at the end of the program.

Step 2: Collect the evaluation results and analyze them, organizing them into a short summary document.

Step 3: Prepare a report of the training, including summary points per session, presentations and training materials, key outcome messages, evaluation results and circulate for peer review. After peer review, publish the report and circulate among participants. Ensure it is a concise and readable publication.

Step 4: Conduct a short evaluation about 6-8 months (as per the annex) following the activity to assess true impact especially on the participant's institution using a short survey assessing knowledge retained and follow up activities conducted.

4. General Facilitation Guidelines¹

An important role of the facilitator is to ensure that s/he creates the best possible learning climate. For this to happen, seven important characteristics have to exist.

- Participants must want to learn.
- The content and process must be relevant and in context for the learner.
- Practice of the material or ideas must be an integral part of the training.
- Participants must translate ideas into their own words, allowing ownership of the learning.
- There must be a sense of creative tension formed in which people find a variety of ways to develop their learning.
- Participants must have an expectation that the learning will make their work more effective.
- Participants must have an expectation that the learning experience will be fun and positive.

The facilitator is responsible for creating a physical and psychological environment in which the participants can work and learn. As a rule of thumb facilitators must remember that country participants may come from varying economic, geographic backgrounds and from various administrative disciplines. Background knowledge on concepts may be diverse, which adds to the richness of discussion. In addition, English is often

¹ Source: UNHCR Facilitators Toolkit. Retrieved from: <https://www.unhcr.org/4371d7c92.pdf>

a second language. The training may often be in English, but fluency in English language may be varied among participants – thus it is fundamental to test understanding during each opportunity possible.

For a good training climate, the following factors must be present:

- Good physical conditions;
- Respect, acceptance, and trust;
- Encouragement of self-discovery;
- An atmosphere that encourages openness and participation;
- A consideration that differences are good and desirable;
- An understanding that individuals have a right to make mistakes;
- A recognition of the variety of ways that people learn;
- An understanding of how individuals will use the learning. As the combination of factors varies from group to group, the facilitator must also consider the characteristics of the group being trained. This includes the preferred learning style of the participants (some learn through video, others through text and others more so through discussion).
- Accessibility for people with disabilities;

Guidelines for Effective Training Facilitation*

At the Start of Training ...

Set up the room to facilitate learning and group member interaction

Help group members feel welcome and comfortable -- with the environment, each other and the trainer

Build interest in the training topic

- Discuss why the training is important to participants
- Ask for and respond to participants' needs and interests
- Set realistic expectations together

Build participants' interest in each other as group members and learning resources

- Ask participants to briefly discuss their experience and the resources they can contribute
- Reinforce the ideas of valuing individual differences and recognizing each other as resources

Establish self as learning facilitator vs expert teacher

- Set norms for active participation
- Find ways to reinforce the initial contributions of other group members
- Encourage dialogue among group members vs only with trainer

Throughout the Training Remember these Rules of Thumb...

Use a variety of instructional methods to keep interest high and the pace moving appropriately for participants

Encourage questions and comments to help participants understand and “digest” key points

Take the time to ensure that the majority of participants understand/have learned the topic at hand

If training is in English - English is a second language for many UN country representatives

Establish time for those who have further needs to discuss them with the trainer or other participants during breaks or after the session

Ensure that the trainer’s non-verbal behaviors encourage participant involvement and interactions with each other

Move forward to ask questions

Make open-handed gestures to signal a desire for comments, questions

Show interest non-verbally in what participants have to say (relaxed listening posture, appropriate head nodding, eye contact)

Shift eye contact from speakers to others, so that speakers will do the same

Ensure that the trainer’s verbal behaviors encourage participant learning and interactions with each other

Ask direct questions of specific individuals

Ask indirect questions of entire group

Use different types of questions and reflections

Ask if others can respond to a participant’s question directed to the trainer

Ask the questioner what s/he thinks before soliciting responses from others or giving a response

Keep the group on task

Manage time and group interactions effectively to accomplish objectives

Make sure that “air time” is shared equitably

Observe individual reactions and group interactions carefully; adjusting interactive style, questioning methods and/or instructional activities to respond to sensed needs or concerns

Model effective active listening and self-disclosure skills

Be willing and able to confront individual defensiveness or interpersonal conflict situations sensitively and skillfully

Demonstrate care and respect for each participant’s dignity and wellbeing as a human being and country representative

Model recognition of, and appreciation for, diversity in line with UN core values

Maintain a balance between intensity and lightness of effort and mood

Encourage humor

Support appropriate personal sharing or brief digressions

5. Specific Facilitation Guidelines for the Training Course on “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development in [add the name of the country] ”

5.1 Introduction

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

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

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

The National School of Public Policy (NSPP) has engaged in training activities to raise awareness of the SDGs, promoting mindsets and behavioural change for the SDGs implementation. Developing a culture of experience sharing and cross-learning enriching mindsets through behavioral insights shaping in various practical situations.

In light of the above, in January 2022, UN DESA/DPIDG and NSPP in collaboration with UNRCO in [add the name of the country] , co-organized an Online Training Workshop on "Changing Mindsets in Public Institutions to Realize the 2030 Agenda in [add the name of the country] " within the National Management Course (NMC). The Workshop helped prepare public officials to develop a culture of experience sharing and cross-learning as well as innovative mindsets and behaviours that could help them be more effective in creating solutions and implementing policies that could address current and future problems.

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

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

Given the successful implementation of the Workshop, the National Institute of Management (NIM), which is a constituent unit of the National School of Public Policy (NSPP), has requested UN DESA support

in organizing and delivering training activities to raise awareness of the 2030 Agenda and promote mindsets and behavioural change for the SDG implementation among public servants. In view of this request, UN DESA/DPIDG, in collaboration with UNRCO will organize a Training of Trainers to train staff from NIM and NSPP, who in turn will train their civil servants. UN DESA staff will also help NIM design the two-day workshops on Changing Mindsets in Public Institutions to Realize the 2030 Agenda in [add the name of the country] . The latter would then be embedded into NSPP school courses. The course will indeed help equip public servants with innovative mindsets and behaviors to better address current and future challenges.

5.2 Workshop on “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development in [add the name of the country] ”

This training course provides an overview of strengthening public institutions to facilitate more coherent implementation of SDGs.

This two-day course consists of four themes including a combination of in-class presentations, individual reflection, breakout discussions and plenary sessions. The feedback on the assignments will be given in-class, following groups’ reporting. Full attendance and participation in the assignments is required to fulfill requirements of the course. Each theme is broken into sub-topics covering areas requested by UN member states.

Theme 1 - Setting the scene: Why is changing mindsets critical to the implementation of the SDGs? Theme 1 aims 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.

Theme 2 - Changing Mindsets for Public Sector Transformation in [add the name of the country] : Challenges and Opportunities: Theme 3 will raise awareness of the challenges and opportunities of the changing mindset for public sector transformation in [add the name of the country] . The theme will also explore the Indus basin challenge

Theme 3 – Exploring Mindsets and Competencies: Theme 2 will focus on expand 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 9 will focus on how to apply learning and what actions will promote mindsets and behaviours individually and organizationally.

After participating in this training, participants will be able to:

- Enhance knowledge of the underlying principles of the 2030 Agenda; and of why public servants need to transform their mindsets and behaviours to accelerate action for the SDGs.
- Gain insights about the new values, mindsets, competences, and skills needed to realize the 2030 Agenda.

- Expand awareness of the changes needed at the individual, organizational, and institutional levels to effectively transform mindsets.
- Acquire practical hands-on knowledge (and skills) on how to trigger change.
- Develop a roadmap and an action plan to apply relevant knowledge.

5.3 Agenda

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

Time	Activity	Notes/ Learning outcome/ Link to worksheet	Resources
09:00 - 09:30 (30 mins)	Welcoming remarks, introduction by the facilitator and icebreaker	<p>Welcoming remarks and introduction by the facilitator</p> <p>Add names for welcoming remarks</p> <p>Facilitators introduce themselves and any guest speakers and provide programme overview and the purpose and objectives for the week (10 min)</p> <ul style="list-style-type: none"> ➢ Icebreaker-Activity on the (5 min) ➢ Poll on level of participants' knowledge of the SDGs (using mentimeter) and review of results by the facilitator (5 min) <p>Video on the SDGs to be shared prior to the training: https://vimeo.com/304696041</p>	<p>Facilitators of the Day:</p> <p>Add Name of Facilitators of the Day</p> <p>Slides Day 1</p> <p>Post-its and sharpies</p>
09:30 – 09:50 (20 mins)	[add the name of the country] 's vision for public sector transformation to achieve the SDGs: the National SDGs Framework	<p>What is [add the name of the country] vision for public sector transformation to achieve the SDGs? Exploring the National SDGs Framework</p> <p>Presentation about [add the name of the country]'s vision (20 min)</p>	Add Name of the Speaker and Facilitator
09:50 - 10:10 (20 mins)	Session I	<p>DAY 1 A.1: Group activity - In groups of XX, discussions about 3 key challenges and 3 opportunities in implementing [add the name of the country] 's vision for the SDGs (14 mins)</p> <p>Reporting back - groups report back of a few groups (6 mins in total)</p> <p><i>Key messages: Understanding and discussing [add the name of the country] 's vision for public sector transformation to achieve the SDGs.</i></p> <p><i>Learning outcomes: Participants will increase their understanding of the importance of having a vision for public sector transformation to achieve the SDGs</i></p>	

10:10-10:45 (35 mins)	What's a mindset? Session II.A	<p>What's the Future like?</p> <p>DAY 1 A.2: Polak Game: Participants position themselves on a matrix as they respond to questions regarding their expectations and influence surrounding future-based questions.</p> <p><i>Key messages: Our mindsets and worldviews play a massive role in not only what we think is possible, but also in the actions we believe are available and purposeful to take. Mindsets affect behaviour. No one is neutral or objective.</i></p> <p><i>Learning outcomes: Participants recognize that they have mindsets and worldviews which shape their actions.</i></p>	Facilitator -Two by two grid taped onto the floor - Polak slides
10:45-11:00	BREAK		
11:00-11:10 (15 mins)	Why Changing Mindsets and Competencies are needed to implement the SDGs and to promote Public Sector Innovation and Transformation	<p>Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation?</p> <p>Presentation (10 min)</p> <p>What we mean by mindsets, how they shape how we see, think and act. Highlighting their importance when tackling complex challenges such as the SDGs. Highlighting the role of an experimental mindset when tackling SDGs and achieving the Agenda 2030. principles. Inputs provided by a guest speaker from the UN will be setting the scene for the 2030 agenda.</p>	Add Name of the Speaker
11.10-11.40 (30 mins)	Session 2. B	<p>DAY 1 A.3: Group activity - In groups of XX people, discuss if and why changing mindsets in [add the name of the country] is relevant to the promotion of change and achieving the SDGs. (30 mins)</p>	Activity facilitated by the NSPP Facilitators
11.40-12.00 (20 mins)		<p>Reporting back of a few groups (20 mins)</p> <p><i>Key messages: The SDGs are complex challenges that require new ways of thinking and acting to tackle them in new ways (more experimental). Mindsets are at the core of the transition. Participants will identify and discuss challenges and opportunities in changing mindsets in [add the name of the country]</i></p>	

12:00 - 12:15 (30 mins)	Mapping the SDGs	Mapping the SDGs- the Indus basin challenge	Facilitator
12:15– 12:45 (30mins)	Group Activity	DAY 1 A.4: Group activity - Issue mapping: Participants familiarize themselves with the Indus basin case, i.e., its key social, economic or environmental challenges and how they require changing mindsets and work collectively on a large 'issues map identifying the drivers behind the 17 SDGs, visualising how interconnected they are. Participants identify, in their own words, the challenges they face when working across multiple functions associated with these challenges.	Large sheet of flip chart paper per group Colourful pens
12:45 -13:15 (15 min)	Reporting Back	Reporting back (15 min.)	Print out of SGDs for each table
	Session 3.A	<i>Learning outcome: Participants identify not only the complexity and the interconnectedness of the SDGs, but the challenges they face when trying to implement the SDGs.</i>	
13:15 - 14:15	LUNCH		
14:15- 14:35 (20 mins presentation)	Exploring Mindsets:	Collaborative and Agile Mindsets and breaking silos for Institutional Coordination in support of Policy Coherence & Systems Thinking	Speaker
14:35-15:00 (15 mins activity& 10 min reporting back)	The Collaboration Mindsets Session 3.B	Readiness Assessment linked to the case of Indus Basin River <i>Video on systems thinking (3 min)</i> Presentation (20 mins) DAY 1 A.5: Group activity - Break-out groups on Institutional Coordination and an Agile and Collaborative Mindset for SDGs Activity (15 min) and Reporting Back (10 min) Each group to select a Facilitator and Rapporteur <i>Key messages: During the wrap up, teams are asked to identify what qualities are required for successful collaboration - introducing the key concepts of Empathy, Humility, Trust</i>	
15:00 – 15:15	BREAK		
15:15 – 15:45	Knowledge Map	DAY 1 A.6: Group activity: Knowledge Map	Resource WS2.2

(30 min)	<ul style="list-style-type: none"> - 10 mins intro - 10 mins w/s - 10 mins discussion <p>Session 3.C</p>	<p>Using the 'working challenge', participants write out everything they know about the challenge on their knowledge map.</p> <p><i>Learning outcome: Participants identify that much of what they 'think' and know about a challenge is limited by their own experience on it and it is based on assumptions.</i></p>	Speaker and Facilitator
15:45– 16.30 (45 min)	<p>Stakeholder Mapping</p> <ul style="list-style-type: none"> - 5 mins intro - 30 mins w/s - 10 mins discussion <p>Session 3.D</p>	<p>DAY 1 A.7: Group activity: Stakeholder Mapping</p> <p>Support participants in questioning where to start in understanding a challenge - through identifying who has influence and interest in the challenge.</p> <p><i>Key messages: Participants identify the level of influence and interest that different stakeholders have in the "challenge". Supporting them to prioritize who should be engaged with and why.</i></p>	<p>Resource WS2.3</p> <p>Speaker and Facilitator</p>
16:30 - 17:00 (30 mins)	Wrap up/ reflection	Discuss takeaways, questions, thoughts, and concerns, invite feedback	

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

Time	Activity	Notes/ Learning objective/ Take away/ Link to worksheet	Resources
09:00 - 09:05 (5 mins)	Check-in	<p>Check-in</p> <p>Remind participants of the day's agenda and objectives</p>	Facilitator

09:05 - 09:30 (25 mins)	Day 2- Session 1	Experimental, Innovation Mindset and Transformational Leadership Mindset	Speaker
09:30 - 09:50 (20 mins)	Experimental/ Innovation Mindset	Presentation from guest speaker linking the experimental/innovation Mindset (25 mins)	
09:50:10 - 10:10 (20 mins)	Growth and fixed Mindsets	DAY 2 A.1: Group activity (20 mins) Reporting back in plenary (20 mins) <i>Key messages: Learning is a process of experiencing, reflecting, conceptualising/iterating and experiencing again. Being curious and agile are fundamental to growth and learn.</i>	
10:10 - 10:25	BREAK		
10:25 - 10:45 (20 mins)	Day 2- Session 2	Inclusive Mindset	Speaker
10:45 - 11:05 (20 mins)	Inclusive Mindset	Presentation from guest speaker linking to an Inclusive Mindset (20 mins) DAY 2 A.2: Group activity (20 mins) Reporting back in plenary (20 mins)	
11:05 - 11:25 (20 mins)		<i>Key messages: Learning outcomes: Participants are able to recognize features of an inclusive Mindset to Leave No One Behind</i>	
11:25 - 11:45 (20 mins)	Day 2- Session 3	Digital Data Governance and Digital Mindset	Speaker
11:45 - 12:05 (20 mins)	Digital Data Governance and Digital Mindset	Presentation on Digital Data Governance and Digital Mindset (20 mins) DAY 2 A.3: Group activity (20 mins) Reporting back in plenary (20 mins)	
12:05 - 12:25 (20 mins)		<i>Learning outcomes: Participants are able to recognize features of a digital data governance Mindset</i>	
12:25 –	LUNCH		

13:25			
13:25 - 13:55 (30 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	Facilitators
13:55 – 14:35 (40 mins)	Day 2- Session 4 40 min activity 20 min reporting back in plenary	DAY 2 A.4: Break-out Group and Activity (40 mins) Each group to select a Facilitator and Rapporteur <ol style="list-style-type: none"> 1. Actions to Promote Transformational leadership at individual level 2. Actions to Promote Transformational leadership at organizational 3. Actions to Promote a Collaboration Mindset at individual level 4. Actions to Promote a Collaboration Mindset at organizational levels 5. Actions to Promote an Inclusive Mindsets at individual and organizational levels 6. Actions to Promote an Inclusive Mindsets at individual level 7. Actions to Promote an Innovation at individual and organizational levels 8. Actions to Promote an Innovation at organizational level 9. Actions to Promote a Digital Mindset at individual level 10. Actions to Promote a Digital Mindset at organizational level <i>Learning outcomes: Participants are able to recognize features of a digital data governance Mindset</i>	Facilitators
14:35 - 14:55 (20 mins)		Peer learning and reflection exercise. Participants reflect on what actions will promote mindsets and behaviours individually and organisationally. Reporting back in plenary (20 mins)	
14:55 - 15:30	BREAK		Preparation of the Priorities with Mentimeter

<p>15:30 - 16:00 (30 mins)</p>	<p>Day 2- Session 5</p> <p>Prioritization and Decision-Making for Innovation, Digital Government and Changing Mindsets for Public Sector Transformation in [add the name of the country]</p>	<p>DAY 2 A.5: Prioritization and Decision-Making for Changing Mindsets for Public Sector Transformation in [add the name of the country]</p> <ol style="list-style-type: none"> 1. Recommendations on Key Actions to Promote Transformational leadership at individual and organizational levels 2. Recommendations on Key Actions to Promote a Collaboration Mindset at individual and organizational levels 3. Recommendations on Key Actions to Promote an Inclusive Mindsets at individual and organizational levels 4. Recommendations on Key Actions to Promote an Innovation at individual and organizational levels 5. Recommendations on Key Actions to Promote a Digital Mindset at individual and organizational levels 	<p>Facilitator</p>
<p>16:00- 16:50 (50 mins)</p>	<p>Day 2- Session 6</p> <p>Changing Mindsets: Our Journey.</p>	<p>DAY 2 A.6: Changing Mindsets: Our Journey.</p> <p>Teams write an engaging story of up to 50 words that captures learnings and actions from this workshop. Teams read out their stories.</p> <p><i>Learning outcomes: Participants consolidate their insights and takeaways and have a tangible plan to take away with them to put into practice in their role/organization.</i></p> <p>Take personal stock of the week</p> <p>This will take about 10 min</p> <p>Make a summary of your notes and commitments this week</p> <p>This will take about 20 min</p> <p>Each team member please share your priorities with the rest of the team (3 min/person).</p> <p>This will take about 20 min</p> <p>Individually complete the action plan worksheet</p> <p>This will take about 20 min</p> <p>Team members please share your priorities with the rest of the group.</p>	<p>Facilitator</p>
<p>16:50 – 17:00 (10 mins)</p>	<p>Wrap up/reflect</p>	<p>Conclusions</p>	

5.4 Script

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

Welcoming Remarks and Introduction (9:00 – 9:30 am)

- ⇐ Begin displaying the accompanying PowerPoint presentation.
- ⇐ At the scheduled time for the session to begin, welcome the participants, and thank them for attending.
- ⇐ Display slide 1; read or paraphrase the following:

Facilitators open the Workshop (Slide 1)

Suggested script (NO PPT)

Welcome to the workshop on changing mindsets in public institutions to implement the 2030 Agenda for Sustainable Development in [Add the name of the Country].

It is indeed an honour to be here, and we are extremely excited to be with you on this pioneering journey as we explore this ground-breaking strategy to achieve the SDGs.

I now would like to ask XXX to give some remarks. Thanks, you very much XX for these inspiring words.

It is my pleasure to give the floor to XX to give some remarks.

Thank you XX for such a warm welcome. Joining us virtually is XX. Thank you so much for taking time out for this workshop and being with us XX. I now hand over the floor to you. Thank you so much XX for your inspiring words.

It is my great pleasure to give the floor to XX for his/her welcoming remarks. XX the floor is yours. Thanks so much XX for your enthusiasm and encouraging words.

Facilitators introduce themselves and guest speakers. Program overview and learning approach. Day's agenda and objectives (10 mins)

Presentation by the Facilitator	PPT: # 4-12 Venue:
<p>Suggested Script:</p> <p><i>Through this workshop not only will be exploring our minds but will also be setting the best practices for the rest of the world to follow. It is an exciting journey we will be traveling in these five days.</i></p> <p><i>I am XXXXX and with XX will be the facilitators of this workshop. We will be joined by distinguished guest speakers who are experts in their field and will share their wisdom with us. But, with so much experience and knowledge that we have in this room, its you who will be contributing the most and this is a self-learning journey we will try to facilitate.</i></p> <p><i>In our learning journey we will trigger our learning through teamwork to address a complex problem; presentations related to Mindsets and SDGs; exploring our own mindsets; sharing learning, knowledge, and experiences within our teams and at large with everyone.</i></p> <p><i>Let us take a few mins to set the house rules as well:</i></p>	

1. Chatham House rules apply throughout this two-day workshop

2. All phones will be on silent during the sessions, and you can use them during the breaks or if there is some emergency obviously.

3. There no judgement and no right or wrong while participating in the workshop

4. We will continue to address each other on first-name basis

Please write down the questions you may have during presentations, and you can ask those questions once the presentation has ended AND we have a box there where you can drop any unanswered questions / suggestions/ comments with your names or anonymous.

We will use the first come first served rules during the question-and-answer session.

Any other rules that we would like to set for this workshop?

We will be forming ourselves in the eight teams. The exercises are a mix of individual and teamwork.

Please nominate a rapporteur/Rep/Captain or any other title you would like to give the person, from your team who will be responsible for facilitating the team.

Our learning journey is participative, and will shake you from your comfort zones, where you will challenge yourself, learn from each other, and relate new concepts and ideas to your own work and experiences. It is a nonlinear unpredictable explorative journey where you will be discovering new things along the way.

In these two days we will be learn about changing mindsets, collaborative mindsets, learning Mindsets, and leadership mindset. It is ok if you do not fully grasp these at this moment, we will be exploring each concept in detail over the two days.

You can find the agenda for today in your folders. Today we will try to achieve the following objectives:

- Recognize that all people have mindsets that influence behaviors and attitudes.
- Recognize how implementing the SDGs requires policy coherence at many levels and across many jurisdictions.
- Develop an understanding of the key role of public administration in implementing the SDGs.
- Connect the SDGs with new mindsets.
- Identify barriers to change in participants' own organizations.
- Discuss the Indus Basin case study
- Select a challenge to work on during this workshop.

Day 1 - A1: Icebreaker: Each participant writes a challenge they have at work and the mindset they believe they need to resolve it on a sticky note. They read out their note and post it on a board. Teams give their team a name and appoint a rapporteur to save team outputs between sessions

The Facilitator will continue by highlight the first activity of the Day	PPT 13-14
<p>Suggested Script:</p> <p><i>EXERCISE: (Faciliator to start)</i></p> <p><i>We will now begin the first exercise of the workshop.</i></p> <p><i>This will take about 5 min: Please take a sticky note and write down your first name and two complete sentences stating the challenge you face at work and the mindset you need to achieve it on the sticky notes provided.</i></p> <p><i>I will start the exercise by putting mine up:</i></p> <p><i>My name is XXX</i></p> <p><i>•My challenge at work is how to XX</i></p> <p><i>To successfully address this challenge, the mindset I need is innovative, collaborative partnerships and effective</i></p>	

engagement between all stakeholders to finalize a clear, specific framework for better impact on the lives of [add the name of the country] is.

If you are unsure of what a “challenge” or a “mindset” is, just interpret as you judge best. It can be very long term and it can be medium term to achieve results you want to have.

The sticky notes can be put on the Flipchart belonging to your team: Each participant can read out during the wrap up session (16.15- 17)

DAY 1- A2: The Facilitator, XX will conduct an Icebreaker- Poll on level of participants’ knowledge of the SDGs (using mentimeter) and review of results by the facilitator (5 min)

The participants will assess their knowledge on the SDG by participating in a poll on the SDGs by using mentimeter. After the participants complete the poll, the facilitator will read some of the results.

ADD THE EXERCISE (create a poll on the SDGs for the mentimeter)

Session I: [Add the name of the Country]’s vision for public sector transformation to achieve the SDGs: the National SDGs Framework (9:30 am – 10:10 am)

The Facilitator will introduce the guest speaker from the Government who will talk about [Add the name of the Country]s vision for public sector transformation to achieve the SDGs. Exploring the National SDGs Framework.

Presentation will last around 20 min.

The Guest Speaker and/or the Facilitator will then conduct a group activity –

DAY 1 –A3. Break-out Group Matrix: Vision for Public Sector Transformation in [add the name of the country] , Challenges and Opportunities to Achieve the SDGs (Activity: 14 mins- Reporting Back: 6 mins)

Note for Break-out Groups:

There will be X groups composed of X people

1. Each group will nominate a rapporteur
2. Each break-out group identify and discuss 3 challenges and 3 opportunities for public sector transformation can help to achieve the SDGs and [add the name of the country] ’s vision
3. Each group rapporteur takes notes and fills out the DAY 1-Group matrix related to his/her group’s question.
4. Each group chair prepares to present in plenary the findings of the group
5. The Facilitator will call only 3 groups to report (2 minutes reporting back from each group -6 minutes in total)

Group	Key elements
[Add the name of the Country]’s Challenges for Public Sector Transformation in [Add the name of the Country]to Achieve the SDGs and [Add the name of the Country]’s Vision	(Please list 3 key challenges) 1.

Chair:	2.
Rapporteur:	3.
Opportunities of Public Sector Transformation in [add the name of the country] to Achieve the SDGs and [add the name of the country] 's Vision	(Please list 3 key opportunities)
Chair:	1.
Rapporteur:	2.
	3.

Session 2: What's a mindset? 10:10-10:45 (35 mins) – Facilitator XX

The Facilitator will conduct the Polack Game activity.

Participants position themselves on a matrix as they respond to questions regarding their expectations and influence surrounding future-based questions.

Learning outcomes: Participants recognize that they and their colleagues have mindsets and worldviews that shape their actions.

Day 1 – A4: What's the Future like? Participants use a matrix printed on paper and indicate their preference based on their <i>expectations</i> and <i>influence</i> on future issues	PPT 15-17
	What is the Future Like? (On Screen)
	Markers

Suggested Script: *This exercise will take about 30 mins to do*

This is an individual exercise during which, please honestly think through your views of the future. There is no right or wrong in this activity. You all have papers on the screen!

The vertical axis is the expectation of the future. Do you feel optimistic or pessimistic about changing mindsets in public administration in [add the name of the country] ? where would you situate yourself on the vertical line.

*How optimistic or pessimistic do you feel about **your ability to change mindsets in public administration in [add the name of the country]** ? where would you situate yourself on the horizontal line.*

Clearly plot yourself on the graph provided which represents your position on the two questions.

Why did you place yourself there? Once again there are no right or wrong viewpoints.

If everyone stood in the things are bad and there is nothing, we can do about it, that will mean stagnation for culture, and for the aspirations of people joining it. What is keeping you feeling optimistic (attitudes, actions, abilities)?

Discussion questions:

1. *What about your colleagues at work?*
2. *Please show by raising your hands whose position is in Quadrant 1.*
3. *Please show by raising your hands whose position is in Quadrant 2.*

4. Please show by raising your hands whose position is in Quadrant 3.
5. Please show by raising your hands whose position is in Quadrant 4.
6. Has anyone not expressed their view – would they like to do so

Debriefing/discussion themes

1. Why do you think people have different mindsets about the future?
2. Can you think of persons at work who have a different mindset than your own? How can either of you shift?
3. Which mindset is most likely to move into action and implement a change program:?
4. What might be the consequences if there is a preponderance of leaders/people in Quadrant 1?
5. What might be the consequences if there is a preponderance of leaders/people in Quadrant 2?
6. What might be the consequences if there is a preponderance of leaders/people in Quadrant 3?
7. What might be the consequences if there is a preponderance of leaders/people in Quadrant 4?
8. How might you manage people with different mindsets if you are the leader of a transformational program?

10:45-11:00 BREAK

Session II.A: Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation? (11:00-11:30)

Guest Speaker: ...

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.

The Facilitator will introduce the Guest Speaker

Suggested script: After that eye opener exercise, we move on to a presentation on Why is Changing Mindsets and embracing new Competencies needed to implement the SDGs and to promote Public Sector Innovation and Transformation? We are honoured to have with us XX

Thank you so much XX for taking time out to be with us today. Please you have the floor.

Online Presentation (15 min)	PPT: 26-38
<p>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 scene for the 2030 agenda.</p>	

Day 1 – A5 In groups of XX people, discuss if and why changing mindsets in XX is relevant to the promotion of change and achieving the SDGs. (30 mins) **(11.10-11.40)**

Note for Break-out Groups:




There will be XX groups composed of 8 people

1. Each group will nominate a rapporteur
2. Each break-out group will discuss if and why changing mindsets in [add the name of the country] is relevant to the promotion of change and achieving the SDGs
3. Each group rapporteur takes notes and fills out the DAY 1-Group matrix related to his/her group’s question.
4. Each group chair prepares to present in plenary the findings of the group (1 minute reporting back from each group -5 minutes in total)

Group #	Key elements
<p>Is changing mindset in public institutions relevant to the promotion of innovation/change and achievement of the SDGs?</p> <p>Chair:</p> <p>Rapporteur:</p>	<p>(Please list 3 key reasons)</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Why is changing mindset relevant to the promotion of innovation/change and achievement of the SDGs?</p> <p>Chair:</p> <p>Rapporteur:</p>	<p>(Please list 3 key reasons)</p> <p>1.</p> <p>2.</p> <p>3.</p>

Reporting back of a few groups (20 mins) 11.40-12.00

Session 3: Mapping the SDGs- (12:00 -13:00) – Facilitator: XX

Online Presentation (15 min)	PPT: 43-45
<p>XX will present some slides on the wicked problems</p> <p>We are dealing with wicked problems that are inherently complex and create fundamental issues of uncertainty and unpredictability in public and global governance</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="width: 30%;"> <p>SIMPLE</p>  <p>It involves a few components and actors</p> <p>Clear end state: we can tell when the problem is solved</p> <p>Procedures to solve the problem involve a few simple and clear steps</p> </div> <div style="width: 30%;"> <p>COMPLICATED</p>  <p>It involves a many components and experts</p> <p>Clear end state: we can tell when the problem is solved</p> <p>Procedures to solve the problem involve many steps and a specific order</p> </div> <div style="width: 30%;"> <p>COMPLEX</p>  <p>It involves many actors with conflicting interests</p> <p>No clear end state: new problems may occur</p> <p>Procedures to solve the problem are unclear, not known, requires trials & error to see what works</p> </div> </div>	

“Sustainable Development Goals pertain to the economics of promoting growth, while ensuring social inclusion, environmental protection, and improved governance. These goals are thought of as “wicked problem”” (<https://lkyspp.nus.edu.sg/gia/article/solving-wicked-problems-a-new-approach-to-evaluation-on-achieving-the-sustainable-development-goals>) since they are complex, they have no clear end state, involve actors with multiple different views and experiences of them, the solutions are unknown (what worked in one place, won’t necessarily work in another), therefore they require trial and error approach to understand what works and why. Take an SDG like ‘End Hunger’ it’s a complex problem - it exists in every country in the world (both developing countries and richer countries) - for different reasons. It has environmental, social, and economic drivers - which are all changing constantly. Knowing where to intervene, and at what level is part of trying to identify what problem to solve.



The Cynefin framework helps leaders determine the prevailing operative context so that they can make appropriate choices. Each domain requires different actions. Simple and complicated contexts assume an ordered universe, where cause-and-effect relationships are perceptible, and right answers can be determined based on the facts. Complex and chaotic contexts are unordered—there is no immediately apparent relationship between cause and effect, and the way forward is determined based on emerging patterns. The ordered world is the world of fact-based management; the unordered world represents pattern based management. The very nature of the fifth context— disorder—makes it particularly difficult to recognize when one is in it. Here, multiple perspectives jostle for prominence, factional leaders argue with one another, and cacophony rules. The way out of this realm is to break down the situation into constituent parts and assign each to one of the other four realms. Leaders can then make decisions and intervene in contextually appropriate ways.” <https://pablopernot.fr/pdf/Cynefin-Mary-Boone.pdf>
It’s vital to understand what type of problem you are working on at any moment in time, so you are aware how to respond. There are so many uncertainties and differentiators

The Facilitator or Speaker will also present a challenge (15 min)

ADD SLIDES ON THE CHALLENGE

Day 1 – A6: Mapping the SDGs (30 mins)

This activity is to highlight the “complex” and “chaotic” nature of the SDGs - so we can highlight the importance of approaching and understanding them in a different way (i.e. different mindset).

Issue mapping: Participants familiarize themselves with the Indus basin case, i.e., its key social, economic or environmental challenges and how they require changing mindsets and work collectively on a large ‘issues map identifying the drivers behind the 17 SDGs, visualising how interconnected they are. Participants identify, in their own words, the challenges they face when working across multiple functions associated with these challenges

Take a large sheet of paper and have group of around 6 people standing around it. Each table should also have a printout of the SDGs for reference.

Instructions:

- Starting with any single SDG of choice, draw/write an SDG square to the paper and identify the drivers and causes that lead to this challenge. Write out the driver and draw a line between that and the SDG square. If required, use a PESTLE framing to prompt ideas - but be as specific as possible i.e. don't just write 'economic drivers'. (Depending on the audience, you can ask for general drivers or look specifically at the country they are based in at that time)
- Now the group picks 2 more SDG squares and draw/write them on the large sheet of paper. At this point, don't write out any more drivers/causes - look at the existing drivers and link them to the new SDGs where appropriate. If there's a driver missing - write that in.
- Continue this process and see how many SDGs they can cover in the allotted time.
- The outcome should be a messy tangled sheet, that has multiple crossovers of drivers and causes. This won't necessarily be a surprise to the group, they know they work in a complex field - but the visualisation highlights just how complex it is. Bring the Cynefin model back on the screen and ask the group what type of challenges they are working with here.
- Ask what approaches they are currently taking to address them, i.e. is it sense, analyse, and respond? Or is it probing, or are they acting, sensing, and responding? What do they think they should be doing?

Reporting back 15 min

13:15 - 14:15	LUNCH
---------------	-------

Session 3B: Exploring Mindsets: The Collaboration Mindsets (14:15-15:00)

Guest Speaker: XX

The Facilitator will introduce the guest speaker

➤ **Facilitator to say:**

It is my great pleasure to introduce XX who will make a presentation on

Collaborative and Agile Mindsets and breaking silos for Institutional Coordination in support of Policy Coherence & Systems Thinking. She/He will also conduct an activity on policy coherence.

Thank you so much XX for taking time out to be with us today

Online Presentation (20 min) Guest Speaker: XX	PPT: 49-61
<i>XX will present Collaborative and Agile Mindsets and breaking silos for Institutional Coordination in support of Policy Coherence & Systems Thinking</i>	
<i>Key messages: During the wrap up, teams are asked to identify what qualities are required for successful collaboration - introducing the key concepts of Empathy, Humility, Trust</i>	

Day 1 – A7: The Collaboration Mindsets - Facilitator: XX	Venue:
Preparation: Participants divided in XX groups for discussion. A laptop per group to complete the activity	PPT: 62-63

Note for Break-out Groups:

There will be x groups composed of 8 people

1. Each group will nominate a rapporteur
2. Each break-out group will discuss if and why changing mindsets in [add the name of the country] is relevant to the promotion of change and achieving the SDGs
3. Each group rapporteur takes notes and fills out the DAY 1-Group matrix related to his/her group’s question.
4. Each group chair prepares to present in plenary the findings of the group (1 minute reporting back from each group -5 minutes in total)

Please choose your group by checking the box:	
<input type="checkbox"/> Group 1. Transformational Leadership, Changing Mindsets and HR	
<input type="checkbox"/> Group 2. Organizational Structures and Processes	
<input type="checkbox"/> Group 3. Digital Technology and Data	
<input type="checkbox"/> Group 4. Coherence between National and Local Level	
<input type="checkbox"/> Group 5. Stakeholder Engagement	
Chair:	
Rapporteur:	
Questions	Answers
Which issues would be easy to change?	
Which ones are more difficult to change? Outline the challenges.	
Why and what are the key barriers and costs that would need to be overcome?	

Reporting Back (10 min) - 14:50 -15:00

15:00 – 15:15	BREAK
----------------------	--------------

Day 1 – A8: Knowledge Map - Facilitator: XX (15:15 – 15:45) 30 min	Venue:
Provide each individual with a worksheet WS2.2 ‘Mapping out your knowledge’ (A3 size if possible)	PPT: 70-72

Teams consider their working challenge and write out everything they know about the challenge on a knowledge map. They distinguish between validated knowledge and assumptions and identify knowledge gaps.

Learning outcomes: Participants set a factual basis for their working challenge. They recognize that much of what they ‘think’ and know about a challenge is limited by their own experience and is based on assumptions of varying degrees of validity.

- **Suggested script:** *To overcome any challenge, it is essential to identify the knowledge gaps and also understand our knowledge – it is validated knowledge or assumed knowledge.
In this exercise we will take at the Indus River Basin as a case study and fill out the knowledge map, writing out everything you know about it.
Once done we will reflect and distinguish between validated knowledge and assumptions and identify the knowledge gaps.*
- **This activity should take about 10 min**
*“What do we know about this challenge?”. Put down your answers like a mind map with key words related to FACTS. You can derive facts by probing around the questions like:
What exactly are the pain points of the challenge?
Where (area, jurisdiction, organization etc) is it mostly prevalent?
Why is this problem of utmost importance?
Who (income group, age, profession etc) is most affected?
When is the problem most prevalent?
How is its impact measured?
... and you can then What? Where? Why? Who? When? How? Questions
... or add any other facts that come to mind*
- **This activity should take about 10 min**
Please share your information and select the facts that are most relevant to your challenge.
- **This activity should take about 10 min**
*Is it knowledge? Do we know this or is it an assumption?
We often refer to the things we ‘know’ as knowledge.
Firstly, much of what we know are assumptions - things that have become truth to us as we've gone through life, or anecdotal information that reinforces our view that something is validated knowledge, when it isn't. Secondly, knowledge is often contended, with different people (lay and experts) having different views (think about two different newspapers talking about the same story - the way they interpret the facts is very different). There are also knowledge gaps, things we don't know .. and even things we aren't aware we don't know.*
- **This activity should take about 15 min**
*Write up the most relevant facts on a flipchart. Be brief – 1 sentence per fact.
Write these in full sentences (with a verb). Avoid writing them as challenges or solutions or exhortations (do not use “we should ...”, “we need to ...”). Stay as objective as possible.
Distinguish between agreed facts and assumptions.
Include important items of knowledge that you lack*

Day 1 – A9: Stakeholder Mapping - Facilitator: XX

Venue:

Preparation: Provide each team with a worksheet WS 2.3 (size A2)

PPT: 75-77

Teams identify the level of *influence* and *interest* different stakeholders have in confronting the challenge.

Learning outcomes: Teams deepen their understanding of their challenge and are in a position to identify and prioritize who should be engaged with and why.

- **Suggested script:** *Identifying and engaging the stakeholders is key to the success of any development initiative. In a perfect world we would engage with all those affected by the challenge - but time/resource limitations make this impossible. To ensure we don't only talk to the 'usual suspects' we need to proactively engage with the unusual suspects and those affected by or affecting the challenge. In a perfect world we would engage with all those affected by the challenge - but time/resource limitations make this impossible. To ensure we don't only talk to the 'usual suspects' we need to proactively engage with the unusual suspects and those affected by or affecting the challenge. In this exercise we will split into our teams and will once again use the Indus River Basin as a case study and identify the usual and unusual stakeholders and map them against the level of interest they have in the issues and the influence they have addressing them. Once done the teams list those stakeholders they should be engaged with and why.*

- **This part will take about 15 min**

This activity is a tool for stakeholder mapping to support the teams in identifying and prioritising who to engage with and why.

The X axis shows the level of Interest, and the Y axis displays Influence.

Influence - can make decisions regarding the challenge

Interested = either personal, business, logistical motivation to care about this challenge

Please write out the stakeholders (people or groups of people affecting or affected by the challenge) one per post-it note and add them to the sheet in the relevant position. The influence and interest data are arranged into the matrix to help prioritize efforts for stakeholder engagement. For example, a stakeholder with high influence but low interest may have the ability to block reforms and therefore require special consideration at the beginning of the program.

The matrix provides a perspective of the effort required to mobilize support for reforms

- *High influence, support reforms How can they be engaged for driving specific reform goals that they are able to drive?*
- *High influence actors but against reforms What are their motivations? Are they sabotaging the process by colluding with others?*
- *Low influence, support reforms How do we empower these stakeholders?*
- *Low influence, against reforms Do they feel left out? How to mainstream them?*

Due to time and resource restrictions, we can't always interview or observe everyone affected by/affecting a challenge. How do you decide who the 'right' people are to speak to? Pragmatically (i.e. those you have access to/contact with/are easily engageable), what would that mean in terms of how you are understanding the challenge fully? Whose opinion are you missing?

Who are the key people to speak to and why?

As a team, identify the 3 key stakeholders you would prioritise engaging with first. Add three dots to the stakeholders - And why?

If time allows, in plenary, ask the teams who they identified and why - and see what discussions they have.

Session 7: Wrap up/ reflection (16:30- 17:00) Facilitator from XX

Day 1 – A10: Wrap up/ reflection - Facilitator: XX	Venue:
Preparation: 4 flipchart sheets per team Sticky notes, markers	PPT: 75-77
<p>Takeaways, actions, and questions. Participants relate the day’s learning to the challenge and mindset they defined at the beginning of the workshop. They post notes on 4 sheets: My key learning, An action related to today’s learning that we should take in my organization, An action related to today’s learning that I will take, What I am still curious about.</p> <p>Brief feedback from facilitators.</p> <p><u>Suggested Script:</u></p> <p>The teams are now requested to reflect on the day’s activities and post notes on 4 sheets:</p> <ol style="list-style-type: none">1. My key learning,2. An action related to today’s learning that we should take in my organization,3. An action related to today’s learning that I will take, What I am still curious about. <p>Please ask the group if someone would like to read his/her challenge at work</p>	

READING

- Mindsets
 - Dweck, C. (2017) Mindset - changing the way you think to fulfil your potential
 - Interview with Chris Argyris (p,12)
<https://karenhegmann.typepad.com/tellingthestory/files/rotmanwinter2008.pdf>
 - [The nature of mindsets. A primer on how our underlying beliefs... | by Ash Buchanan | Benefit Mindset](#)
 - [How Mindset Shapes Our Practice's Success](#)
 - [Mindsets for Social Innovation](#) - by Innovation Unit
- Keith Sawyer. “Group Genius: The Creative Power of Collaboration”. (Basic Books 2007)
<https://www.amazon.com/Group-Genius-Creative-Power-Collaboration/dp/0465071929>
- Dwayne Spradlin. “Are you solving the right problem?” Harvard Business Review (September 2021)
<https://hbr.org/2012/09/are-you-solving-the-right-problem>
- “Cognitive Biases - a list of the most relevant biases in behavioural economics” The Decision Lab
<https://thedecisionlab.com/biases/>
- Edward T. Hall’s Cultural Iceberg Model; Beyond Culture (1976)
https://www.spps.org/cms/lib/MN01910242/Centricity/Domain/125/iceberg_model_3.pdf
- Elizabeth B., N. Sanders “Co-creation and the new landscapes of design”
<https://www.tandfonline.com/doi/full/10.1080/15710880701875068>
- Daniel Kahneman (2011), “Thinking fast and slow “
<https://www.amazon.com/Thinking-Fast-Slow-Daniel-Kahneman/dp/0374533555>

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

➤ Introduction to Day 2

Welcome. Day's agenda and objectives.

09:00 – 09:05 (5 mins) Facilitator XX	Venue: Slide: 3-7
<p><u>Suggested Script:</u></p> <p>Welcome back to Day 2 of the session. We had an invigorating session yesterday and it generated a great discussion. We look forward to shaking up our grey cells and delving deeper to:</p> <ul style="list-style-type: none"> · Discover the competencies required to implement the SDGs. · Generate ideas and testable hypotheses on team challenges. · Recognize what a collaborative mindset is and how it supports problem solving. · Explore the features of effective and innovative teamwork in practice. · Apply collaborative mindsets to create a factual knowledge base and learn more about stakeholders. · Generate reformulated challenge statements. · Identify participants' own personal collaboration strengths and weaknesses. <p>Similar to yesterday, the agenda for today includes presentations from our colleagues in XX followed by some interactive sessions and explorative activities facilitated by XX (Read out the agenda) The teams remain as they were yesterday. Today, also, we will follow the same rules we have established.</p> <p>We are aiming for participants to be in the "learning zone", which is an optimal learning space in which curiosity, exploration and discovery thrive. Too much comfort and too much anxiety are not conducive to good learning. The more you exercise your learning zone, the more your comfort zone grows and your anxiety zone shrinks. The Learning Zone is where personal growth and development happen. When work is easy, learners can do the work on their own without any help. It is their "comfort zone." If all the work a learner is asked to do is always in the comfort zone, no learning will take place. In fact, a learner will eventually lose interest. When the work is too hard, on the other hand, the learner becomes frustrated. Even with help, learners in the "anxiety zone" are likely to give up. The area between the comfort zone and the anxiety zone is the one where learning will take place. It is the area where a learner will need some help or will need to work hard to understand the concept or complete the task at hand. This is the zone of proximal development.</p> <p>Key message: manage expectations to the learning process ahead. Key words: non-linear and unpredictable</p>	
Facilitator	

Recent years have seen a growing interest and increasing uptake of experimental methods in government. Around the world, we see a growing number of governments taking up experimental approaches to tackle complex issues and generate better public outcomes.

The “Fuzzy Front End” is the starting point where opportunities are identified, and concepts are developed.

Session 1 – Exploring Mindsets: The Learning Mindset (09:05 – 09:30)

Guest Speaker: XX

The facilitator will introduce the guest speaker, XX

Online Presentation	PPT: 10-26 (to be updated with TL slides)
<p>The guest speaker will elaborate on the importance of having an experimental/innovation mindset.</p> <p>The facilitator will present a Growth and fixed Mindsets and Experimental, Innovation Mindset and Transformational Leadership Mindset</p> <p>Key messages: Learning is a process of experiencing, reflecting, conceptualizing/iterating and experiencing again. Being curious and agile are fundamental to growth and learn.</p>	

Day 2 -A1: Experimental/Innovation/Transformational Leadership Mindset (09:30 -10:10) Facilitated by XX

Preparation: Participants divided in XX groups for discussion. A laptop per group to complete the activity

Venue:

Key learning: Discuss the importance of promoting an experimental/innovation mindset

There will be X groups composed of X people

1. Each group is asked to reflect on the question and agree on 3-5 elements that address the question.
2. The rapporteur of the group takes notes and fills out the Group matrix related to his/her group’s question.
3. The chair prepares to present in plenary the findings of the group.

Each group discusses the same question.

Chair:	
Rapporteur:	
Questions	Answers
What are the challenges of promoting an experimental/innovation mindset at the individual and organizational levels?	Identify 3 to 6 key points
What are the challenges of promoting a transformational leadership mindset at the individual and organizational levels?	

10:30 - 10:45	BREAK
---------------	-------

Session 2: Inclusive Mindset (10:45-11:45 am)

Guest Speaker: XX

The facilitator will introduce the guest speaker, XX

Online Presentation	PPT: 33-45
The guest speaker will elaborate on the importance of having an inclusive mindset. Key messages: Learning outcomes: Participants are able to recognize features of an inclusive Mindset to Leave No One Behind	

Day 2 -A2: Inclusive mindset (10:45- 11:25) Facilitated by XX

Preparation: Participants divided in groups for discussion. A laptop per group to complete the activity
Venue:

Key learning: Discuss the importance of promoting an inclusive mindset

There will be X groups composed of X people

1. Each group is asked to reflect on the question and agree on 3-5 elements that address the question.
2. The rapporteur of the group takes notes and fills out the Group matrix related to his/her group's question.
3. The chair prepares to present in plenary the findings of the group.

Each group discusses the same question.	
Chair:	
Rapporteur:	
Questions	Answers
What are the challenges of promoting an inclusive mindset at the individual and organizational levels?	Identify 3 to 5 key points

Session 3: Digital Data Governance and Digital Mindset (11:45-12:45 pm)

Guest Speaker: XX

The facilitator will introduce the guest speaker, XX

Online Presentation	PPT: 33-45
The guest speaker will elaborate on the importance of having an inclusive mindset. Learning outcomes: Participants are able to recognize features of a digital data governance Mindset	

Day 2 -A.3: Digital Data Governance and a Digital Governance Mindset: Facilitated XX (11:45 – 12:25)

Preparation: Participants divided in groups for discussion. A laptop per group to complete the activity
Venue:

Key learning: Discuss the importance of digital data governance and a digital governance mindset

There will be X groups composed of X people

1. Each group is asked to reflect on the question and agree on 3-5 elements that address the question.
2. The rapporteur of the group takes notes and fills out the Group matrix related to his/her group's question.
3. The chair prepares to present in plenary the findings of the group.

Each group discusses the same questions.	
Chair:	
Rapporteur:	
Questions	Answers
What are the challenges of promoting digital data governance and a digital governance mindset at the individual and organizational levels?	Identify 3 to 5 key points

12:25 – 13:25	LUNCH	
---------------	-------	--

Session 4: How to Practically Apply the Learnings and Key Elements of an Action Plan (13:25 - 13:55)

Facilitator: XX

Online Presentation	PPT: 33-45
The facilitator will elaborate on how to practically apply the learning and key elements of an action plan. Presentation will be in plenary	

Day 2 -A.4: How to Practically Apply the Learnings and Key Elements of an Action Plan Facilitated by XX (13:55 – 14:55)

The facilitators from XX will fill out a table with the challenges identified by the participants

There will be X groups composed of 4/5 people

1. Each group is asked to reflect on the actions to promote a public sector transformation.
2. X groups will deal with the individual level and X groups will deal with the organizational levels
3. The rapporteur of the group takes notes and fills out the Group matrix related to his/her group's question.
4. The chair prepares to present in plenary the findings of the group.

Elements	Challenges	Priority Areas	Key Outcomes	Actions	Timeline	Lead Ministry, Department or Agency (MDA)	Relevant Participating MDAs
1. Group 1. Actions to Promote Transformational leadership at individual and organizational levels	Add from Day 1 and 2 challenges that emerged						
2. Group 2. Actions to Promote a Collaboration Mindset at individual and organizational levels	Add from Day 1 and 2 challenges that emerged						
3. Group 3. Actions to Promote an Inclusive Mindsets at individual and organizational levels	Add from Day 1 and 2 challenges that emerged						

4. Group 4. Actions to Promote an Innovation at individual and organizational levels	Add from Day 1 and 2 challenges that emerged						
5. Group 5. Actions to Promote a Digital Mindset at individual and organizational levels	Add from Day 1 and 2 challenges that emerged						

Reporting back in plenary (20 mins)

Each group will report back on the actions (5 min per group)

14:55 - 15:30	BREAK During the break Facilitators will add the key actions into mentimeter
---------------	--

Day 2 -A.5: Prioritization and Decision-Making for Changing Mindsets for Public Sector Transformation in [add the name of the country] (45 min)

XX

Learning outcomes: Participants will provide recommendations on key actions to promote Innovation, Digital Government and Changing Mindsets for Public Sector Transformation in [add the name of the country]

1. Each group is asked to reflect on the recommendations on key actions to promote a public sector transformation.
2. The rapporteur of the group takes notes and fills out the Group matrix related to his/her group's question.
3. The chair prepares to present in plenary the findings of the group.

Based on the actions provided in the earlier session, participants will give prioritization by using mentimeter.

The facilitator will present the actions decided in the earlier session and will ask all participants to rank them based on a range from 1 to 5.

The prioritization will allow the group to create a roadmap.

Session 5: Individual Reflection

Reflect on today's learning and try to relate it to your own context.

Write down your reflections based on the below prompts and be prepared to share your insights on the last day of the workshop.

Transforming our learning into action. Participants, working individually, make a synthesis of their takeaways and

actions from all the workshop: Insights, Actions we should take in my organization, Actions I will take and What I am still curious about. They share within their teams. Venue:

Suggested Script: Facilitators	
<p>Teams write an engaging story of up to 50 words that captures learnings and actions from this workshop. Teams read out their stories.</p> <p>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.</p> <p>Suggested Script:</p> <p>Take personal stock of the week This will take about 20 min Make a summary of your notes and commitments this week</p> <p>This will take about 20 min Each team member please share your priorities with the rest of the team (3 min/person).</p> <p>This will take about 20 min Individually complete the action plan worksheet</p> <p>This will take about 20 min Team members please share your priorities with the rest of the group.</p>	

READING

- Experimental problem solving
 - [Towards an experimental culture in government: reflections on and from practice](https://www.nesta.org.uk/blog/exploring-the-unobvious-why-governments-need-to-experiment-outside-their-comfort-zone/)
 - <https://www.nesta.org.uk/blog/exploring-the-unobvious-why-governments-need-to-experiment-outside-their-comfort-zone/>
- Innovation/experimentation craft
 - [Developing innovation craft in the public sector](#)
- Patrick Lencioni. “The Five Dysfunctions of a Team: A Leadership Fable” (Josey-Bass, 2002) <https://www.amazon.com/Five-Dysfunctions-Team-Leadership-Fable/dp/078796056>
- Christian Bason. “Leading Public Design - Discovering Human-Centred Governance” (Policy Press 2017) <https://www.amazon.com/Leading-public-design-Christian-Bason/dp/1447325583>
- Rachel Sinha. “The Challenge of Systems Leadership” (October 2017) <https://blog.kumu.io/the-challenge-of-systems-leadership-d98cc9b9a114>
- Hana Schank, Sara Hudson. “Getting Work Done: What Government Innovation Really Looks Like” (New America, 2018) <https://www.newamerica.org/pit/reports/problem-solving-government/>

5.4 Annex I – The “Mindset Challenge” Approach

Background document for “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development”

The “Mindset Challenge” approach

To build a better world for people and the planet, UN Member States have adopted the 17 Sustainable Development Goals (SDGs). Implementing these by 2030 will require strong, effective institutions. The latter will involve more than formal changes to rules and structures, they need public servants who can rise to the challenge. To achieve this the Division for Public Institutions and Digital Government (DPIDG) of UN DESA has developed a Curriculum on Governance for the SDGs. The Curriculum on Governance is a comprehensive set of training of trainers’ capacity development toolkits, which contain ready-to-use training material on key governance dimensions needed to advance the implementation of the SDGs. By facilitating training of trainers, the Curriculum can help equip public servants with the knowledge and capacities to effectively implement the SDGs. A change in mindset is crucial to better implement the SDGs and this is why we developed this “Mindset Challenge” training toolkit.

The work is built upon practical experiences of using learning programmes to shift/develop mindsets, including the [States of Change programme in Victoria](#), Australia, [States of Change programme in Canada](#), [creating an experimental culture in the Colombian government](#) and the [Mindset Challenge](#), carried out with a UK County Council. The curriculum will be informed by tried and tested activities drawn from social psychology/behaviour change theories (i.e. social modeling, social norms), and include reflection tools created to identify personal biases.

What response is needed to the current context?

Public challenges are complex. Our governments face emerging and mounting pressures, from economic to social and environmental challenges. This makes the SDG agenda more relevant than ever. The 2030 Agenda for Sustainable Development is a plan of action for people, planet, and prosperity. It outlines bold steps to a peaceful, just, and inclusive world, with equal access to justice, respect for human rights, an effective rule of law and good governance at all levels. The 17 SDGs guide this ambition agenda across the economic, social and environmental dimensions of sustainable development.

But governments are struggling to effectively deal with the SDGs and solve public problems that involve high levels of interconnectedness, uncertainty, indeterminateness and instability. At the same time, we see the pace of change is rapid, and governments often lack the agility to respond to this acceleration accordingly. The backdrop to this complexity and pace of change is a pressure to do more with less. The financial cost of Covid19 will make this more keenly felt.

Taking sustainable development from theory into practice forces countries to rethink their governance. The SDGs demand a different response, one that public servants are still learning how to approach. There's no lack of commitment nor momentum to turn sustainable development from concept to concrete, but there are major challenges for public institutions that need new cultures, capacities and knowledge to make this happen. It is a great challenge for bureaucratic organisations to change their operational models and performance structures. This is a challenge of shifting organizational cultures over providing specific technical support.

What we mean by “mindset” ²

The definition of mindset finds its roots in different disciplines ranging from anthropology to psychology, sociology, and statistics (see Table 1.1). Generally, a mindset consists of beliefs and attitudes that a person has assimilated throughout a lifetime about themselves and the world around them (worldview). Mindsets affect the way we think, see (frame reality) and act. 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.⁷ A key question then is: what are beliefs and attitudes? A belief is what we hold to be true. It is a conviction that not necessarily corresponds to reality that, however, influences a person's interpretation of and response to events. It refers to "the attitude we have, roughly, whenever we take something to be the case or regard it as true". Beliefs come from several sources and life experiences. For example, a belief can be: "we live in a friendly world" or "we live in a hostile world." Likewise, a belief can be that "anything is possible versus everything is difficult" (Dweck, 2007). Attitudes are "a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior".

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.

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.¹¹ Beliefs and attitudes, in turn, are influenced by values. Values are prescriptions for being and contain an ethical dimension. Values are what we deem to be important, for example loyalty, commitment, honesty, social justice, among others. They guide beliefs and attitudes, which shape the way we behave. It is important to distinguish between personal values (internal) and institutional ones (external) since their alignment is essential for institutional effectiveness. Finally, we should distinguish values from principles. Principles are external, and universal. They are a “fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning” (See table 1.2).

² This paragraph is an extract from the UN DESA publication on Changing Mindset in Public Institutions to Realize the 2030 Agenda for Sustainable Development

Table 1.1: Definitions of mindsets

Definitions of mindsets	Source
Mindsets form the "core" of people's meaning systems, bringing together goals, beliefs, and behaviors to shape people's thoughts and actions	Dweck & Yeager, 2019
Mindsets refers to people's beliefs about the nature of personal attributes, such as intelligence	Alexander P. Burgoyne, 1 David Z. Hambrick, & 2 Brooke N. Macnamara, 2020
In cognitive psychology, a mindset represents the cognitive processes activated in response to a given task.	French, 2016
In system thinking, mindset is associated with cultural and social values	Magoroh Maruyama, 1980
Mindsets can be formed and shaped by different factors, including culture, socialization processes, spirituality and religion, and media exposure	Crum & Zuckerman, 2017
"In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong". "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities."	Carol Dweck, 2015

Source: Elaboration by the author: Stefania Senese

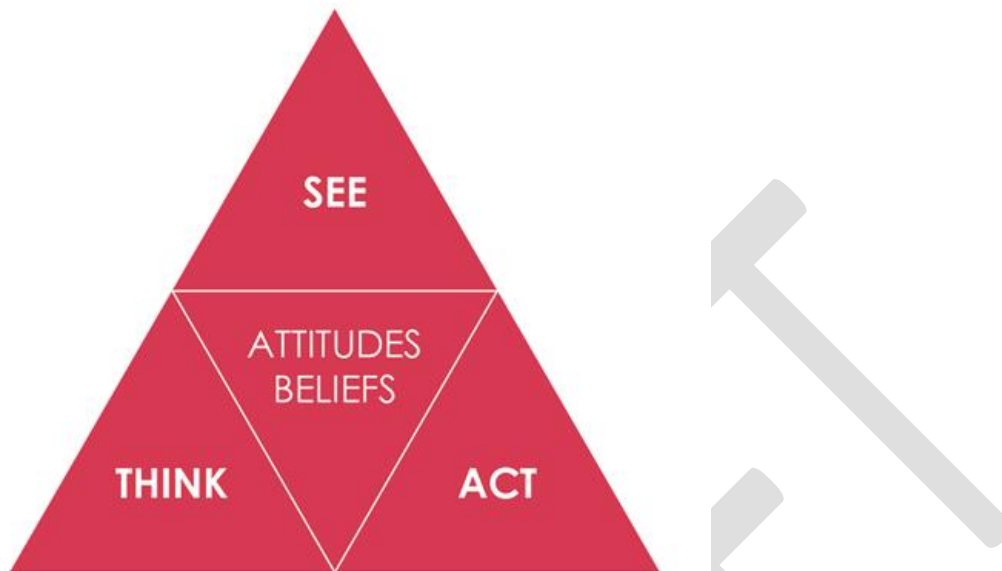
Table 1.2: Definitions of principles, values, belief and attitudes

Principles	Propositions that are a guide for behaviors
Values	Prescriptions for being ¹⁵ which contain an ethical dimension
Belief	What we hold to be true
Attitudes	A way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior

Source: Elaboration by the authors

Our mindsets determine how we interpret and respond to events, circumstances, and situations. Shaped by our attitudes, experiences, beliefs, education, and cultures, they inform how we see and make sense of the world around us, how we make decisions and where we choose to act. They affect how we see ourselves, our abilities and our self-confidence, self-esteem, and self-development. They help us spot opportunities, but they can also trap us in self-defeating cycles. Our mindset determines how we take ownership of new innovation approaches, and whether we can put them to effective use in working towards the SDGs.

If mindsets inform how you perceive situations, what you pay attention to, how you make sense of them, and ultimately, how you decide to act, then essentially, they are a set of beliefs which shape how you **see, think, and act**.



“See” refers to our perception system - what we see and hear, not just in the physical world, but socially, culturally, politically. How we ‘see’ things is largely determined by the ‘frames’ we use to make sense of reality. These are often shaped by our education, work experiences, and cultural backgrounds. For example, when an urban planner looks at traffic congestion, they may see infrastructure as the main issue. When a psychologist looks at it, they may think about human behaviour.

“Think” refers to the way we make sense of situations (consciously or subconsciously). We develop mental models of how the world works and anticipate how causes and effects may lead to certain situations. This also affects the way we interpret information, create patterns and ask critical questions.

“Act” refers to the ways we use the data and signals we see and think about to inform the behaviours and activities we deem possible and appropriate, and the manner in which we’ll carry them out.

Why mindsets are important

Integrating new ideas, skills and knowledge into our sense of self and what we care about is crucial for real learning. It is important to link new knowledge to values and outcomes, showing how a new method will solve a deep and important problem and why it is necessary. Mindset matters every bit as much as method. If the goal is to enable and empower creative, entrepreneurial, problem-solving public servants, it is then essential to cultivate different mindsets, attitudes and behaviours as well as new ways of thinking and acting. It is important to link the formal and informal, cognitive and non-cognitive learning.

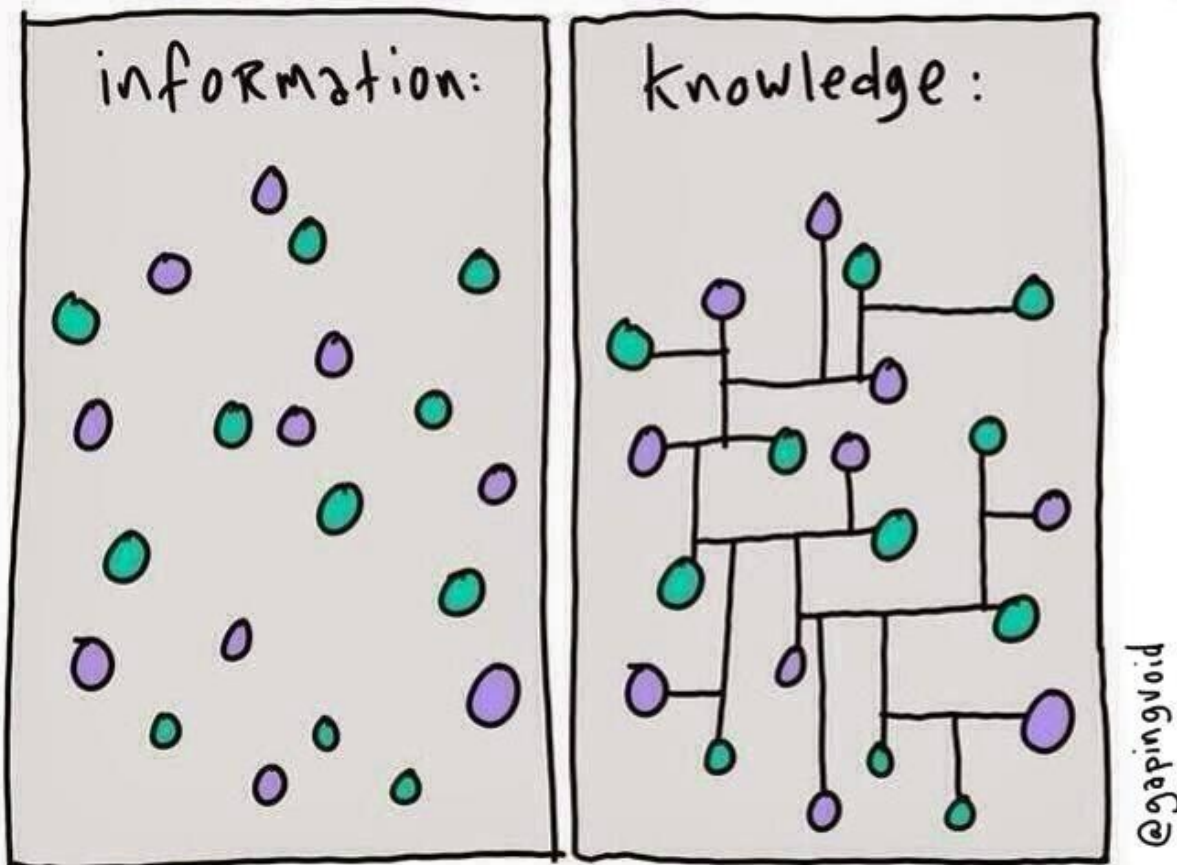
In this light, there is an acute need to adopt fresh mindsets around innovation, policy development, and governance practices. Public workforces have to act as change agents, navigating uncertainty and complexity and using new sets of innovation approaches, skills and tools. And doing so to accelerate learning about new possibilities and ways of addressing the SDG agenda. This will not happen with the

current provision of training.

The supply of learning approaches to upskill the public workforce is a fragmented pattern of one-off training sessions that concentrate on analytical and technical skills. These skills are useful. But with a focus on cognitive learning or learning associated with the acquisition of knowledge or development of a specific ability it is difficult to get what is needed.

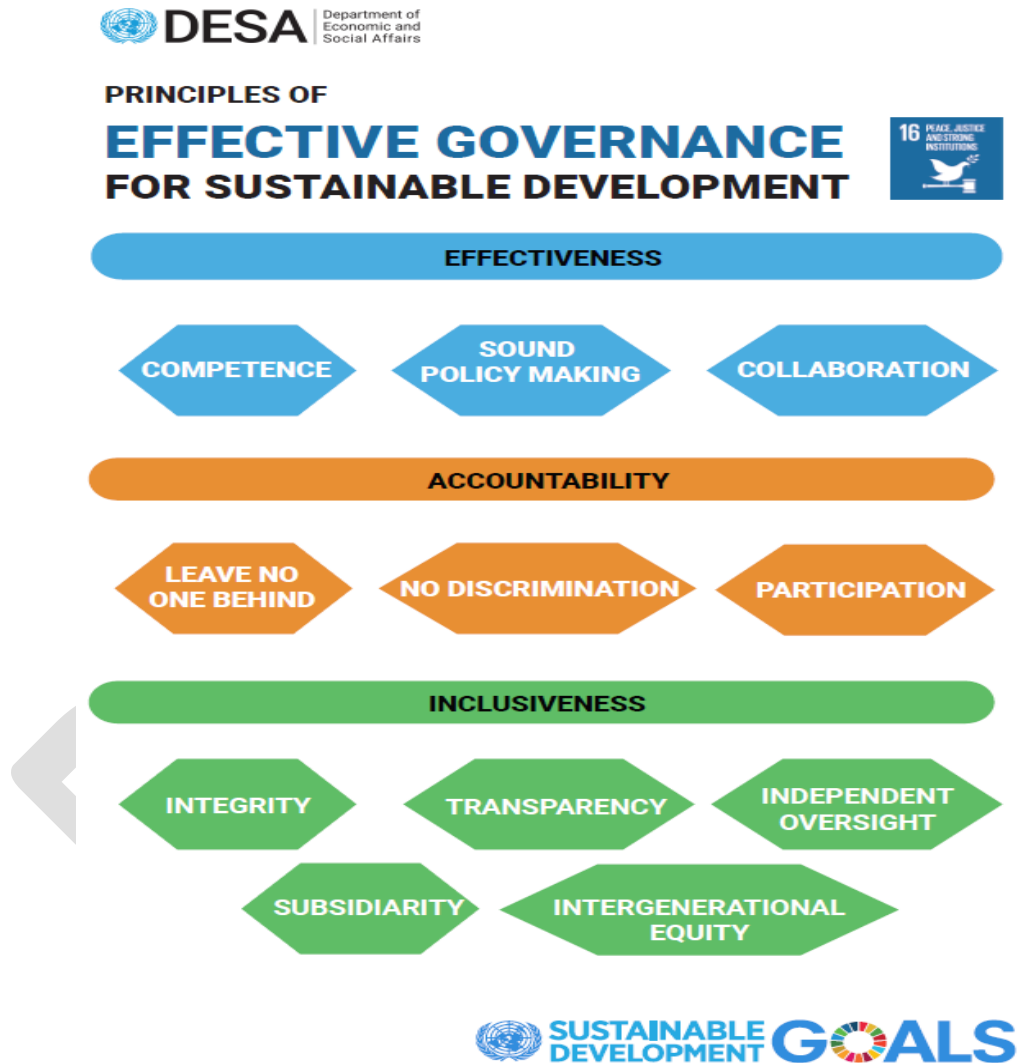
New skills with a new way of *thinking* will allow the public workforce to navigate the complexity and uncertainty they face and deal effectively with the SDGs through experimental innovation. The very nature of learning to deal with the SDGs should be transformative: it should inspire and enable learners to shift their ways of working on a consistent basis, applying new mindsets and behaviours across projects, programmes and operations to increase the effectiveness of their roles and organisations.

We need to challenge learners to adopt new thinking and embrace mindsets that help them shift their fundamental set of assumptions and perspectives. We need to help them reframe their understanding of reality as well as their own role, practice and potential as a change agent. We must challenge learners to change their style of acting, help them to adopt new – more effective – behaviours and to unlearn ineffective ones. Such changes need a conducive environment and continuous rehearsal to turn new behaviours into habits, which should ultimately become the new normal.



Key mindsets for experimental problem solving

To ensure the toolkit aligns with the ambitions of the 2030 Agenda and SDGs, the curriculum will build upon work developed by UN DESA on high-level governance mindsets and competencies. This is framed around the 2030 Agenda principles, and the ECOSOC Principles of Effective Governance.



This approach will go from the governance level to the operational level and focus on one of the key activities within this agenda: namely experimental problem-solving for bringing about innovation. This activity cuts across a large number of the mindsets and competencies covered in the 2030 governance agenda but will also feature its own unique synthesis building on the competency frameworks from UN

DESA and Nesta³ for experimenting and public problem solving⁴ -. The frameworks are particularly useful because they work at the level of behaviours and actions. Supporting mindset change needs a practical focus on concrete activities and behaviours that can function as vehicles for in-practice learning. Consequently, other syntheses could be made concretizing the 2030 agenda within the key lines of activity making up the governance principles.





Mindsets must go in hand in hand with new competencies, which call for specific knowledge, skills, and attributes. In this respect, governments may need to make urgent investments in retooling public services and equipping civil servants with new knowledge, skills, and competencies (CEPA, 2018). A competency should result in essential behaviors from the application of a set of theoretical knowledge and of technical and practical skills expected from those working for an organization”. The new competencies in the public sector should be aligned with the mindsets required to implement the SDGs (See Table 1.3).

Box 1.1: UN DESA's Competency framework for public servants to achieve the SDGs In its work of developing a competency framework for public servants to achieve the SDGs, UN DESA, in collaboration with schools of public administration (Table 1.4), has identified key mindsets and associated competencies as critical to moving forward with the realization of the SDGs. They are forward-looking and describe officials' skills and attributes to build a new organizational culture and meet future challenges. The competencies proposed in the UN DESA competency framework are designed to advance the achievement of all 17 Goals and 169 Targets of the 2030 Agenda. The framework helps to identify competencies that entail specific behaviors. Supporting mindset change calls for a practical focus on concrete behaviors 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.




³ Researched and developed in partnership with the OECD

⁴ Alignment of UNDESA term/Nesta term: Forward thinking/Future acumen; Creativity-design/Imaginative,Prototyping; Result based man/Outcome oriented; Information literacy/ Data literacy and evidence; System/ Systems thinking; Prioritizing/Action focused; Collaboration/ Citizen engagement, building bridges; Open to diversity/engaging citizens and stakeholders; Emotional intelligence/ Empathy; Responsive/Agile





Table 1.3. Mindset and Competencies for SDGs Implementation

INSTITUTIONAL EFFECTIVENESS			
MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<p>Agile Mindset</p> 	<p>Change is possible and necessary to address multiple possibilities before quickly reaching a solution; failure is momentary, and any obstacles can be quickly overcome.</p>	<p>Is proactive, comfortable with the uncomfortable and complexity, uses inquisitive thinking and critical reasoning, adopts a holistic view of challenges, eager to learn and improve, willing to fail, and embrace constant change and encourage collaboration and trust.</p>	<p>To have an agile mindset, public servants need to develop competencies in systems-thinking to perceive the links, cause-effect relations, and dynamics affecting sustainable development; risk-informed adaptation to maintain effectiveness when experiencing change and continue delivering results within new structures or despite external shocks; and collaboration to perceive problems of common interest and positively conceive that dialogue, coordination, partnerships, and networks can address problems.</p>
<p>Innovative/ Problem-solving Experimental Mindset</p> 	<p>Human capacities are not fixed; it is possible to continuously improve through efforts and learning.²⁸</p>	<p>Is a risk-taker, eager to experiment, problem-solver, creative, resilient, driven and motivated to achieve excellence, thinking outside of the box.</p>	<p>An experimental problem-solving/experimental mindset is characterized by strategic problem-solving to develop and break down problem scenarios to ensure solutions that can be presented in a stepwise approach towards the achievement of a target; creativity to actively seek to improve programmes or services, offering new and different options to solve problems and meet client/citizen needs and innovation to value the improvement of process and new solutions in work situations, while perceiving different and novel ways to deal with public challenges and opportunities.</p>
<p>Evidence-based Mindset</p> 	<p>Data is critical to make good decisions.</p>	<p>Is driven and motivated to using, validating, and documenting data.</p>	<p>A competency associated with the evidence-based mindset is data and information literacy to recognize the need to locate, retrieve, analyze, and utilize data and information for problem solving as well as to promote transparency for better public policy and service design and delivery. Public Financial Management (PFM) competency is also needed for effective public administration and service delivery, especially in fragile and post conflict environments (see chapter 12).</p>
<p>Foresight Mindset</p> 	<p>Present and future transformation in support of the SDG is possible. The future can be influenced, and trends anticipated if we ask the right questions, plan, and prepare for the future.</p>	<p>Is open to using techniques and methodologies for discovering and designing future trends to anticipate challenges and solutions.</p>	<p>A foresight mindset includes short and long-term planning to develop clear goals that are consistent with agreed strategies such as the 2030 Agenda and specific SDG targets; forward looking and proactivity to ensure anticipatory, flexible and action-oriented behaviors to implement potential solutions and address challenges. as well as risk-management competencies to identify and assess issues and risks and create a plan that allows to contain or control those identified and their consequences.</p>





INSTITUTIONAL EFFECTIVENESS

MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
<p>Results-oriented Mindset</p> 	<p>Good decisions are those that are focused on results.</p>	<p>Is focused on taking actions and achieving results.</p>	<p>To develop a results-oriented mindset, public servants need to possess results-based management competencies to manage for results. Also, public servants need to have a life-long learning competency to share and apply knowledge learned across the organization to advance the realization of the SDGs. Finally, public servants need to manage performance, ensure that a set of outputs meet the goals effectively and efficiently, define strategic and operational objectives, and link them to resources.</p>
<p>Collaborative Mindset</p> 	<p>Working with others results in higher impact.</p>	<p>Is willing to learn, co-create, share experiences, and have a dialogue with others.</p>	<p>By developing a collaborative mindset, public servants are better prepared to develop a skillset that focuses on coordination, integration, and dialogue across teams, levels of government, and functional areas. Public servants will be able to build multi-stakeholder partnerships by bringing together a range of partners with the opportunity to interact, learn from others, and collectively help strive to achieve the same goals.</p>
<p>Digital Mindset</p> 	<p>If properly leveraged, digital technology can help address a multiplicity of challenges.</p>	<p>Is focused on leveraging the advantages of technology in support of governance transformation while addressing its risks.</p>	<p>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 literacy). 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. It also requires the ability to secure sensitive data.</p>

MINDSETS FOR INSTITUTIONAL ACCOUNTABILITY

MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Ethical Mindset 	The implementation of the principles of the 2030 Agenda will lead to sustainable development.	Doing the right for the right reason; is respectful of the views of others, and observes the ethical and legal standards of one's organization.	To develop an ethical mindset, public servants need to strengthen competencies in professionalism, results-based management, lifelong learning and managing performance . Public servants should be able to demonstrate professional competence and mastery of sustainable development both as a concept and value and understand its national application and relevance.
Open/Transparent Mindset 	Trust, communication, and openness are essential for better decisions.	Is open to new ideas, readily shares non-classified information. Public servants should have the ability to combat misinformation.	Competencies of a transparent mindset include ability to collect, manage, and share information and data to increase budget transparency, promote disclosure and access to information.
Personal Accountability Mindset 	Personal commitment, ownership, and responsibility for own actions and consequences are key to excellent performance.	Is committed to proactive actions and taking responsibilities to achieve results.	Competencies linked to this mindset include adaptability to respond to changing circumstances, learn new skills, and perform well communication to successfully work with new colleagues and new environments, to communicate effectively, listen attentively to others, and share information in a timely manner, and managing resources by allocating time and resources efficiently and effectively, translating strategies into plans for action; and monitor the progress of their work. Skills in collecting disaggregated data and statistical capacity, risk management, monitoring, and evaluation of policies and programmes for poverty eradication, among others, are critical for greater transparency and accountability.
Digital Mindset 	If properly leveraged, digital technology can help address a multiplicity of challenges.	Is focused on leveraging the advantages of technology in support of governance transformation while addressing its risks.	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 literacy). 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. It also requires the ability to secure sensitive data.

MINDSETS FOR INSTITUTIONAL INCLUSIVENESS

MINDSETS	BELIEFS	ATTITUDES	COMPETENCIES
Inclusive Mindset 	<p>All people are equal in dignity and rights and deserve equal opportunities for a better life.</p>	<p>Is committed to treating everyone with dignity and respect; empathy, tolerance, solidarity, and no discrimination.</p>	<p>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.</p>
Empathy Mindset 	<p>Understanding the experience and feelings of others is crucial to make decisions that leave no one behind.</p>	<p>Is attentive and focused on understanding the feelings and needs of others, particularly vulnerable groups and those that are left behind, and takes actions to address their needs.</p>	<p>Competencies of an empathy/relation mindset include emotional intelligence, socially conscious awareness, responsibility, and collaboration. Emotional intelligence is the ability to recognize, manage and communicate with emotional regulation, and respond appropriately to the emotions of other people. With socially conscious awareness, responsibility, and collaboration competencies, public servants will be able to develop an awareness of their own and communities' beliefs, values, and expectations and ensure a culture of caring, being flexible to recognize the different needs of employees, and the people. Finally, they will be able to collaborate with stakeholders from different backgrounds.</p>
Inter-generational Equity Mindset 	<p>Young and old generations deserve to live in a sustainable planet and have their needs met.</p>	<p>Is compliant with the principle of environmental, social, and economic equity.</p>	<p>Competencies that are linked to an intergenerational equity mindset include the abilities to construct administrative acts that balance the short-term needs of today's generation with the longer-term needs of future generations. Also, skills in management and planning are critical for long-term public debt management, long-term territorial planning, and spatial development, and ecosystem management. Finally, skills in assessing the impact of the SDGs are critical for the decision-making process.</p>
Responsive Mindset 	<p>Public Institutions exist to respond to people's needs and protect human rights, and fundamental freedoms for all.</p>	<p>Putting people first by effectively anticipating and responding to their needs and creating an enabling environment for sustainable development.</p>	<p>Very important competencies linked to this mindset are the abilities to respect, protect and promote human rights and fundamental freedoms for all, and ensure equitable access to public service delivery provided on general terms of equality (without distinction of any kind, as to race, color, sex, language, religion, political or other opinions, national or social origin, property, birth, disability or other status).</p>



The SDGs are in place to tackle the most complex problems the world faces, in order to achieve them, institutions will need to work in a more experimental way. We consider experimental problem-solving to be a continual process of strategically exploring problems from new perspectives and testing and iterating possible solutions to learn what works and what does not.

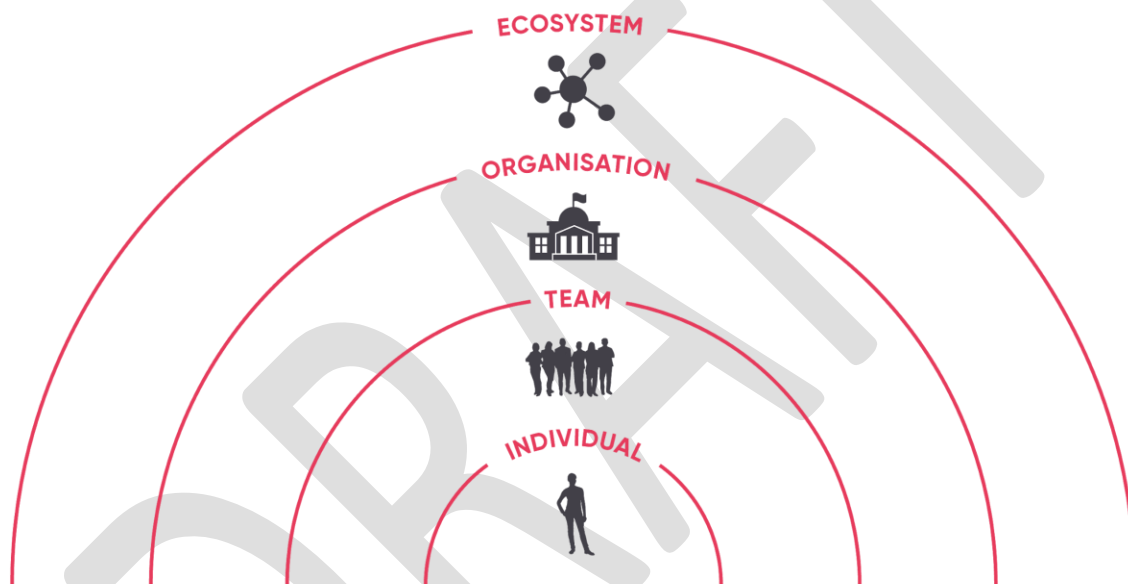
This involves managing intricate tensions and dynamics between opposing mindsets, skill sets and behaviours. I.e. developing and implementing long term policy horizons whilst remaining inclusive and integrative; making decisions in the face of uncertainty while being able to legitimise these decisions; adapting quickly to unanticipated circumstances while involving civil society and other stakeholders. All this requires ongoing judgment and the ability to combine multiple different mindsets and skills at the same time - it is important therefore to recognise them as complex.

That said, it would be useful to prioritize selected key mindset features to focus on as a starting point and to create a useful foundation for further learning and development. Linking to the framework above, a starting point could be focusing on three overall mindset groups that need to be embraced by learners - "collaboration", "learning" and "leadership" - adding up to a whole of effectively supporting "experimental problem-solving" for the SDGs.

Consequently, key mindsets emphasized in the training curriculum include:

- **Collaboration:** empathetic, humble, enabling, facilitative
- **Leadership:** imaginative, outcomes-focused, courageous (risk taking), action-orientated
- **Learning:** reflective, agile, iterative, curious

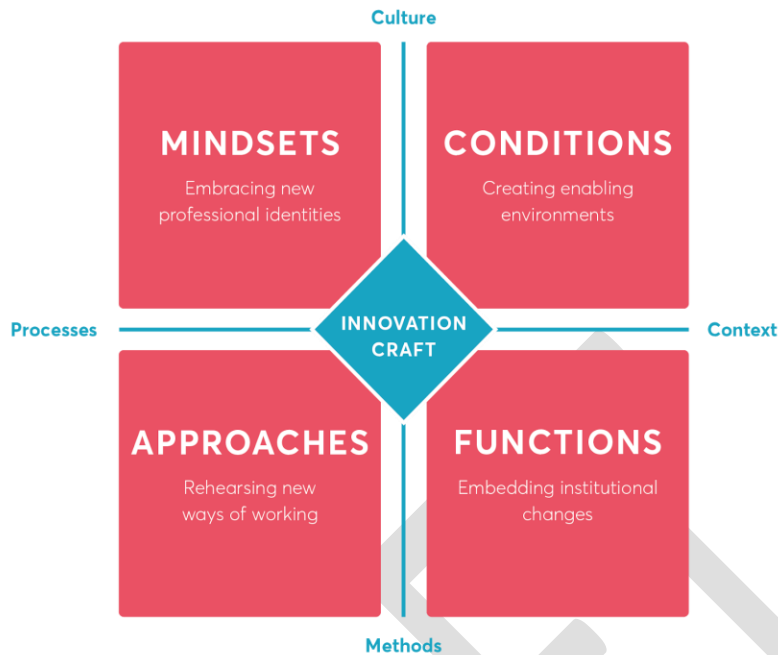
Working with people in organizations, it is imperative to remember that capacity development can be a trigger for change only insofar as it happens in strategic relation with changes in the core structural components (legislation, hierarchies, political environment) that inhibit change.



Mindsets are a part of developing a new craft

Dealing with the SDGs is not a practice that can be codified into a method specification, practice guide, or any other “standard recipe”, but rather *a way of approaching your work*. Experimental problem-solving is part of what we call “[innovation craft](#)”. Innovation craft is learned and embodied over time, through practise and continuously renewing through action and sense making with changing environments in which we work.

We consider there to be four core elements which require simultaneous navigation (image below). What we need is a dynamic application of new methods and approaches that rely on developing new mindsets and habits in continuous interplay with the organisational environment - meaning a diverse, unique, and context-specific set of techniques, tactics, mental models and cultural practices. Mindsets play a crucial role in influencing these.



In an evolution of this work the model above and table below are used to characterize the bigger shift that changing mindsets need to be a part of. A main point is that it is not “either or” but “both and”. We need to be focusing on learning and rehearsing new ways of working while reframing and embracing new professional identities. This means a dynamic application of new methods and approaches that rely on developing new mindsets and habits in continuous interplay with the organisational environment. And we need to focus on making the creation of enabling environments as part of the learning journey, just as prioritising how to embed the changes in the institutional context needs to be a learning priority from the start.

<i>Focus area</i>	<i>Where we started...</i>	<i>What are we actually dealing with...</i>	<i>Three things (of many) that will have to change as part of the process...</i>	<i>What initial good outcomes can feel like...</i>
Approaches	Learning new methods and tools	Rehearsing new ways of working	How we learn How we collaborate How we organise our work	Increased confidence & sense of capability in challenging business as usual
Mindsets	Learning new principles and mindsets	Embracing new professional identities	Our professional (cultural) instincts, habits, & (sometimes even) values	Renewed sense of purpose & strategic ownership of your role

Conditions	Learning how to create space and support for innovation	Creating enabling environments	Leadership (on all levels), incentive mechanisms & systems, how to build coalitions for change	More empowered sense of agency & possibility in making good things happen
Functions	Learning how to embed new approaches	Embedding institutional changes	System roles & procedures, organising frameworks, programme & policy cycles	Intensified ambition & a clearer vision for your role and function

A challenge-based approach to shifting mindsets

Problem solving is at the heart of how governments operate. However, governments are very good at managing risks but are less comfortable in dealing with uncertainty (or failure). They are designed to plan policies and systems for the future, which means they are often poorly set up to acknowledge what they don't know. Learning needs to focus on improving how governments work and how they solve complex problems - and then explore, define and develop the useful and appropriate mindsets in the relevant practical contexts of learners.

Managing such dynamics effectively requires - first and foremost - that you lead change with the right mindset. They are usually tacit and very difficult to codify into teachable content. Developing them requires learning modes that expose learners to the dynamics and messiness of real life situations and mastering them involves constant practice and rehearsal.

The training curriculum will therefore adopt a challenge-based approach where we will use concrete real-life challenges as vehicles for learning. Participants will be “learning by doing” and reflecting on experiences as core elements of the learning journey. Projects of different kinds could serve as the context for experiential learning. It is crucial to let learners experience the dynamics of making decisions in the face of uncertainty and to help them develop the mindsets and embodied knowledge that enables them to manage these dynamics effectively in future situations.

So a challenge-based approach is useful when dealing with changing, developing and/or rehearsing new mindsets. The authenticity of practice (simulated or real-life) as a learning environment enhances the richness and depth of learning experiences. Challenge-based learning adds urgency, increases relevancy and allows learners to directly demonstrate the value of the new mindsets to themselves and their organisation. This also unlocks experiential learning where learners have to be open to pass through discomfort and vulnerability. Novel locations, experiences and tasks help people to shed their comfortable outer shells and become more willing to learn. So does being thrown into uncomfortable real-world situations where the learner is exposed and challenged. Simulations and role playing can also generate the kind of emotionally compelling experiences that help with learning.

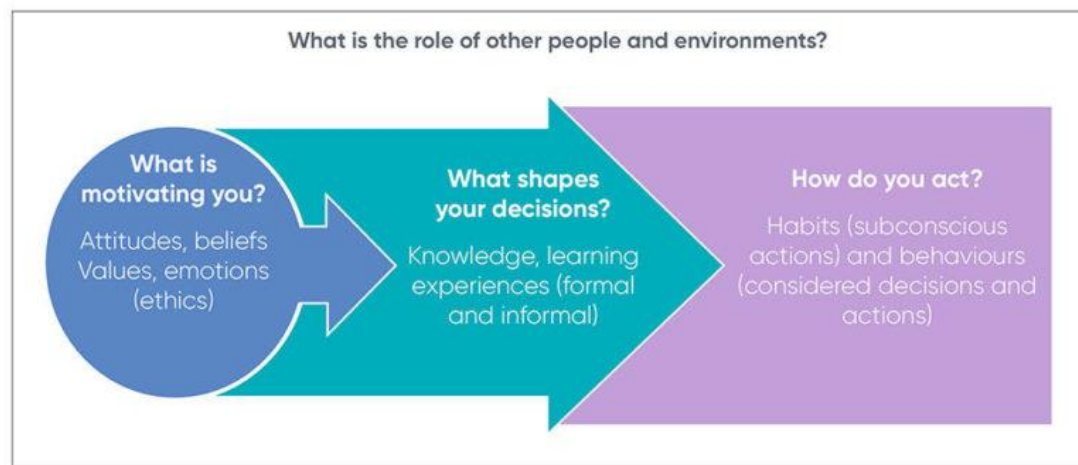
The focus on mindsets frame the nature of competencies in a new way. They are not just a set of technical skills, but need to be grounded in a diversity of contexts. These are typically permeated with uncertainty, ambiguity, lack of information, conflicting interests, opposing ideas of the problem or solution space, and

issues are constantly evolving with no clear end state. In that light, decision-making happens in unique situations where there are shifting criteria for what's right or wrong. This requires judgement with the right set of mindsets and attitudes: what is a better or worse decision, for the short and long term, and for whom? Actions are usually situated in unprecedented circumstances where pre-defined plans or success formulas frequently fail (these conditions are often referred to as VUCA - Volatility, uncertainty, complexity and ambiguity - drawing on Warren Bennis and Bert Nanus' work on Leadership Strategies for Taking Charge (1985).

Considering this, an approach to shifting mindsets will include (at least) six steps:

1. Assessing current approach to problem solving in terms of its effectiveness and ability to create desired outcomes (including revisiting and considering current assumptions and biases that support and drive this approach) - and how they influence our motivations.
2. Identify current gaps and inadequacies in current approach and constructively challenge current assumptions about best practice
3. Considering and exploring possible new sets of mindsets and beliefs that promise to support experimental problem solving more effectively and potentially recalibrate our motivation.
4. Rehearse new behaviours grounded in the potential of new mindsets and beliefs and how they can make a difference within your project, role and work environment
5. Reflect on rehearsals and make sense of what behaviours are most useful, why, and what mindsets that ultimately help drive them (including how they can be appropriated and legitimized in work contexts).
6. Inform future choices and priorities and create action plans to support your work going forward

The challenge is to go beyond reflecting upon just our actions, and let it influence our motivations, emotions, beliefs and cognitive biases - the architecture underlying our behaviours. These motivating factors shape what we are willing to learn and also how we understand. It provides a lens through which we make sense of the world (see model below).



When you reflect, you question yourself, others, the processes, the systems - this seeding of doubt can lead to alternatives, by eliciting the 'what if' questions fundamental to experimental problem solving - and the mindsets that help drive a more effective practice.

Our learning journey principles

Serious change-makers thrive on the prospect of creating impact, not just understanding how new approaches work. Successful change-makers have a strong bias towards action, and they create change by turning ideas and visions into a course of action that generates the desired outcome. “Doing” is a vital element because our learners experience the effects of their actions and learn from them.

Drawing on innovation learning pedagogy⁵, the learning journey will be guided by the following principles:

- **Focus on problem solving** - We generate most impact if we improve how people work to solve problems. The value of working and thinking in new ways should be clear through addressing a problem.
- **Iterating and rehearsing** - We learn things when they have been repeated, ideally many times. Learning tends to work best when you 1) are clear what is to be learned 2) know that you’re learning it and then 3) reflect on what you’ve learned, ideally applying it quickly.
- **Embed learning in practice** - Expose learners to messiness and dilemmas of real-life challenges. This makes it relevant and links lessons back to their daily work and demonstrates value to their organization. In responding to these situations, learners develop and embody their skills through doing.
- **Prioritize learning by doing and reflecting on doing** - Letting learners experience a hands-on activity and using that as the source of learning is the essence of learning by doing. Reflection helps learners to understand how they perceive and process information, assess the outcomes of their decisions, identify skills, mindset and knowledge gaps, and diagnose patterns of effective and ineffective behaviour.
- **Promote ownership of learning** - Learning happens best when learners are the owner of their learning. It is important to let learners plan their own learning journey around pressing issues, as well as helping them to fulfil their learning needs and advance their career. The curriculum should therefore allow for flexibility.
- **Create useful learning cycles.** Whereas instruction, demonstration and simulation on a specific method or tool may help learners to develop a basic skill level and build confidence, before applying them in real practice. In fact, effective learning follows a cycle of experimenting, experiencing, reflecting and conceptualising. The intent with this learning approach is to include a variety of learning activities in a learning journey to reinforce this cycle.

⁵ From Nesta's and States of Change's

- **Learn with peers and from experts** - The interaction between learners, their peers and experts is what matters most. By learning in a social context, new patterns of behaviours can be acquired by observing and imitating others. A peer can be a buddy, providing a safety net for professional and emotional support, or play the role of a critical friend, challenging the learner and helping them reflect on their practice and their role.

To take seriously what it takes to develop and/or shift mindsets, it is important to recognise that the training curriculum can by no means by itself deliver the desired impact. Mindset change requires a larger number of structural, learning-oriented and institutional interventions over time with a space to rehearse and experiment with new ways of working. It can, however, be a useful inflexion point in the learning journeys of public servants transitioning to deal more effectively with the SDGs.

It is important to highlight that learning should not end on completing a programme. Instead we should encourage continuous learning and help learners to continue to rehearse and refine the mindsets obtained and activated through the program. Shifting mindsets involves a dynamic process – not necessarily a linear path – of constant practice and renewal.



Expected learning journey

5.5 Annex II – Impact Assessment & Evaluation

Impact assessment & evaluation

Overall assessment approach to learning journeys

The target audience of this learning toolkit are the Schools of public administration and institutes of public management, government officials, national experts and academics, UN Country Teams, and others. Participants will be supported in navigating these elements, reflecting on how mindsets interplay with the organisation environment and wider system, across three learning journeys:

- **Individual** - recognising everyone holds personal biases and beliefs which limit the ability to behave/make decisions in ways that realise the SDGs. Explore personal mindsets, values, competencies and skills, identifying skills and methods to rehearse and develop.
- **Organisation** - exploring the organisational culture, how it is (and isn't) fertile ground in which to manifest principles of 2030 agenda. Identify conditions and mechanisms which limit (and support) action.
- **Ecosystem** - Learning from the wider network, examining new human resources, policies and regulations.

Desired impact for the target audience will therefore be for them to start a learning journey that enables them to pursue these learning outcomes in the longer term. This starts with:

- Participants improve how they approach problems
- Projects have a greater impact as a result of programme
- Learning and mindset change transfers to the organisation

When defining learning outcomes, this means they need to be formulated as actionable behaviours that can be observed; effective actions that innovators take to get a certain job done. As well as being explicit about these effective behaviours, it is equally important to consider the ineffective behaviours and to define the habits that need to be unlearned. Having clarity on these outcomes, and being specific about them, helps to map out the learning activities to develop these behaviours, reflect on actual behaviours, assess attainment levels and measure impact.

Building on the UN DESA's work and [Nesta's behaviour-focused guide for experimental problem-solving](#) and given the intent and objectives on the learning toolkit, a learning assessment focus may be set up on this initial phase of the learning journey by prioritising the following three focus areas:

- **Summative assessment**
 - Overall feedback on the week's content and delivery (via feedback forms)
- **Formative assessment**
 - Assessing to what extent the 2030 Agenda principles and the relevancy of changing mindsets and behaviours to speed up action on the SDGs have been understood and recognized (via survey)
 - Assessing the awareness of relevant mindsets and how they influence new competencies, actions and decisions in own work context (via survey)

- Assessing the awareness of what needs to change within the organisational and institutional environment to support shifts in mindsets and how they feel enabled to action (via survey)
- **Development assessment.**
 - Checking in identified desired behaviours to adopt to take to begin manifesting shifts in mindsets and create possibility for ongoing rehearsal and reflection (via learning journey support sheets)
 - Checking in and reflecting on the implementation of the roadmap and action plan created for the continued learning journey (via learning journey support sheets) linking to doing project and program delivery differently and more effectively

Evaluating the learning toolkit

For evaluating the learning toolkit, it is advisable to use elements from the summative and formative assessment approaches. In previous programmes, toolkits' impact has been evaluated by using a series of standard approaches, including pre and post workshop surveys, post workshop interviews and an evaluatory exercise at the end of the workshop.

These approaches can help understand whether the way participants see, think and (intend) to act has become more experimental (displaying greater collaboration, learning and leadership).

The pre and post workshop surveys can be fairly light touch, questioning participants on their awareness, understanding and application of the main concepts, tools and attitudes detailed in the toolkit.

Semi-structured interviews with a selection of participants a week post-workshop would provide richer insights into what resonated and what had been applied/shared and why.

The evaluatory exercise on the final day (in this case, creating an experimental office) helps identify the content which stuck and illustrates the ways in which participants identify the value in applying it (i.e. they can say what structures, methods, ways of working they would include to promote certain mindsets and justify way - demonstrating a good understanding of the concepts introduced).

Example of survey questions:

Ask the participants to rate on a scale of 1-5

- *Workshop facilitator/s*
- *Workshop venue*
- *Materials*
- *Content*

Agree/disagree statements:

- *This workshop met my expectations*
- *The workshop content was relevant and valuable to my work*
- *The workshop provided useful networking and peer learning opportunities*
- *Overall, this was a high-quality event*
- *I can see myself using and sharing the tools from this workshop*
- *As a result of taking part in the workshop...*
 - *I am more aware of the role my mindset plays in my behaviour*
 - *I feel more confident in supporting other to change the way they perceive and solve challenges*
 - *I am more likely to consider how I collaborate in my work*

Free text questions:

- *Which aspects of the workshop were the most useful and why?*
- *In what ways will you see, think or act now that you didn't before the workshop?*
- *Do you have suggestions on how to improve the workshop?*
- *Describe a situation in the next few weeks where you could see yourself sharing these with your colleagues. (open answer)*

The assessment approach - as mentioned above - needs to consider and contribute to a longer learning journey beyond this week's curriculum. This is as much a personal explorative journey as it can be subject to a structured formalized learning process.

Recommendations for further development

In terms of supporting the further development of participant learning journeys, a working session could be included to develop what a useful and appropriate response could look like. This is to recognize that interdependency between what further learning activities are possible beyond the training toolkit, what the desired change and impact is, and what resources are available to support and assess this change.

This working session should focus on at least two overall things:

Firstly, how would we like further learning activities and impact assessment to take into account core principles around mindset change when it comes to creating useful learning outcomes? In particular considering the six principles below:

1. Learning outcomes need to prioritise [change in mindsets and attitudes to drive effective use of new skills and competencies](#).
2. Learning outcomes need to enable, drive and result in actual [behaviour change](#) - not just in applying new tools and methods.

3. Learning outcomes need to contribute to change in people’s emotional state, feeling of purpose and sense of agency
4. Learning outcomes and skills development need to be linked to doing project and program delivery differently and more effectively
5. Learning outcomes need to be contributing to and contextualised within strategic organisational, institutional and [cultural changes](#).
6. Learning outcomes have to be linked to [experimental culture](#) and everyday ways of working rather than only be relevant in specific (innovation) projects

Secondly, learning outcomes (and impact assessment approaches) are tied to the modes of learning that one chooses. Mindset change support will mainly happen “in-practice”. Consideration should go into how to set up learning activities that prioritize ongoing mentoring and coaching and enable continuous reflection on doing in the “informal learning” spaces. The training toolkit - in this sense - only provides the initial directed prompt on a longer self-directed learning journey. Supporting this journey as well as developing appropriate impact assessment approaches need to reflect and interplay with this as a core design principle.

5.6 Annex III – Reading List

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:

- Mindsets
 - Dweck, C. (2017) Mindset - changing the way you think to fulfil your potential
 - Interview with Chris Argyris (p,12)
<https://karenhegmann.typepad.com/tellingthestory/files/rotmanwinter2008.pdf>
 - [The nature of mindsets. A primer on how our underlying beliefs... | by Ash Buchanan | Benefit Mindset](#)
 - [How Mindset Shapes Our Practice's Success](#)
 - [Mindsets for Social Innovation](#) - by Innovation Unit
- Experimental problem solving
 - [Towards an experimental culture in government: reflections on and from practice](#)
 - <https://www.nesta.org.uk/blog/exploring-the-unobvious-why-governments-need-to-experiment-outside-their-comfort-zone/>
- Innovation/experimentation craft
 - [Developing innovation craft in the public sector](#)

Day 2:

- Reframing
 - [Are You Solving the Right Problems?](#)
 - Getzels, J. W., & Csikszentmihalyi, M. (1967). Scientific creativity. *Science Journal*, 3(9), 80–84.
 - Biases: <https://medium.com/better-humans/cognitive-bias-cheat-sheet-55a472476b18>
- Prototyping
 - [Proof of concept, prototype, pilot, MVP – what’s in a name?](#)
- Failure
 - Amy Edmondson, HBR April 2011 [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](#) - by Rachel Sinha.
 - [Getting Work Done: What Government Innovation Really Looks Like](#) - by New America
 - [How to get better leadership in government](#) - by Christian Bason