



**United
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Department of
Economic and
Social Affairs



CURRICULUM ON GOVERNANCE FOR THE SUSTAINABLE DEVELOPMENT GOALS

Toolkit on Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development Facilitators' Guidance Manual

Division for Public Institutions and Digital Government (DPIDG)
United Nations Department of Economic and Social Affairs (UNDESA)

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Introduction

The Curriculum on Governance for the Sustainable Development Goals 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.

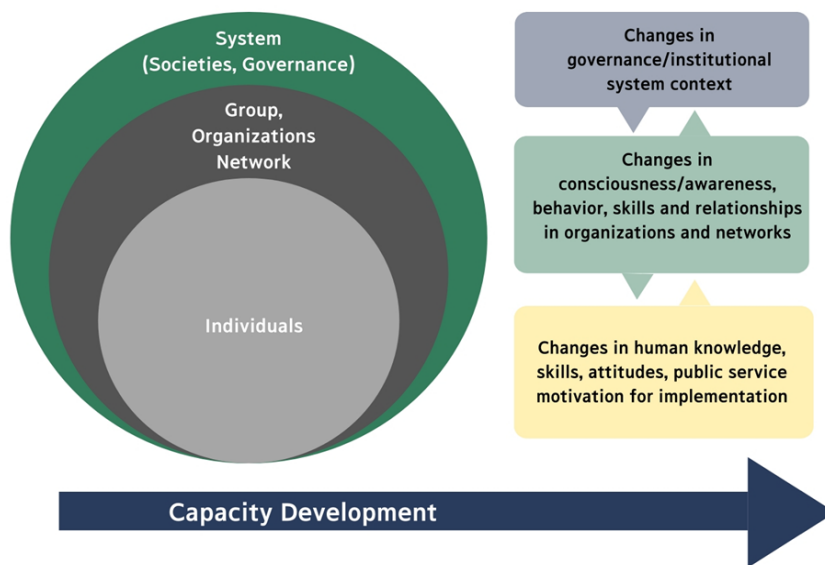
Curriculum on Governance for the SDGs

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.

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.

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 resource 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 III, 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.

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 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;

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

- 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

Take opportunities to relax together

Be sensitive and flexible enough to adjust planned activities as the need arises

Specific Facilitation Guidelines for the Training Course on “Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development”

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

The course consists of five 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 - Exploring Mindsets: Collaborative Mindset: Theme 2 will focus on expand awareness and understanding of different mindsets and gain insights about what new mindsets, competencies and skills are needed to realize the 2030 Agenda

Theme 3 - Exploring Mindsets: Learning Mindset: Theme 3 will introduce raise awareness of the changes needed at the individual, organizational and institutional levels to shift mindsets

Theme 4 - Exploring Mindsets: Leadership Mindset: Theme 4 will elaborate on share practical knowledge and tools on how to trigger changes at different government levels (individual, organisational and institutional)

Theme 5 - Transforming Mindsets: Strategy and Tactics: Theme 5 will focus on develop a roadmap and an action plan to apply what they have learnt.

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 at different government levels (individual, organizational, and institutional).
- Develop a roadmap and an action plan to apply relevant knowledge.

Evaluation Background

Kirkpatrick's Four-Levels of Training Evaluation Model

The Kirkpatrick Four-Level Training Evaluation Model is designed to objectively measure the effectiveness of training. By analyzing each level, one is able to gain an understanding of how effective a training initiative was, and how to improve it in the future. Any time a training exercise is delivered to a team, there is the need to know how effective it's been. Thus, are people putting their learning into practice? Is it positively impacting their role and the wider organization? Each successive level of the model represents a more precise measure of the effectiveness of a training program².

Kirkpatrick's Four-Levels of Training Evaluation Model^{3, 4}

EVALUATION TYPE	EVALUATION DESCRIPTION AND CHARACTERISTICS	EXAMPLES OF EVALUATION TOOLS AND METHODS	RELEVANCE AND PRACTICABILITY
LEVEL 1 REACTION	<ul style="list-style-type: none"> ▪ Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example: ▪ Did the trainees like and enjoy the training? ▪ Did they consider the training relevant? ▪ Was it a good use of their time? ▪ Did they like the venue, the style, timing, domestics, etc.? ▪ Level of participation. ▪ Ease and comfort of experience. ▪ Level of effort required to make the most of the learning. ▪ Perceived practicability and potential for applying the learning. 	<ul style="list-style-type: none"> ▪ Typically, 'happy sheets'. ▪ Feedback forms based on subjective personal reaction to the training experience. ▪ Verbal reaction which can be noted and analyzed. ▪ Post-training surveys or questionnaires. ▪ Online evaluation or grading by delegates. ▪ Subsequent verbal or written reports given by delegates to managers back at their jobs. 	<ul style="list-style-type: none"> ▪ Can be done immediately the training ends. ▪ Very easy to obtain reaction feedback ▪ Feedback is not expensive to gather or to analyze for groups. ▪ Important to know that people were not upset or disappointed. ▪ Important that people give a positive impression when relating their experience to others who might be deciding whether to experience same.
LEVEL 2 LEARNING	<ul style="list-style-type: none"> ▪ Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after 	<ul style="list-style-type: none"> ▪ Typically, assessments or tests before and after the training. ▪ Interview or observation can be used before and after although this is 	<ul style="list-style-type: none"> ▪ Relatively simple to set up, but more investment and thought required than reaction evaluation.

² <https://www.ag.ndsu.edu/evaluation/documents/kirkparicks-four-levels-of-training-evaluation-in-detail>

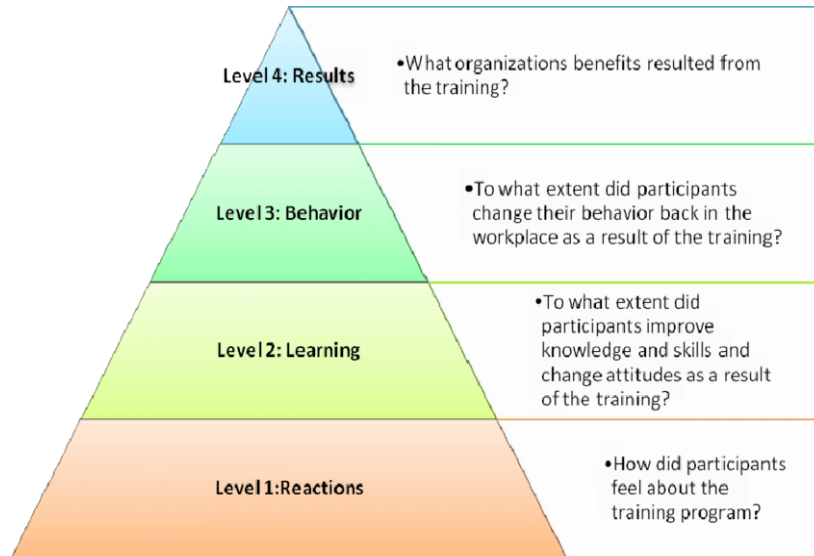
³ http://www.ct.gov/ctdn/lib/ctdn/ttt_14_m5_handouts2.pdf

⁴ <https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>

	<p>the learning experience:</p> <ul style="list-style-type: none"> ▪ Did the trainees learn what was intended to be taught? ▪ Did the trainee experience what was intended for them to experience? ▪ What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended? 	<p>time-consuming and can be inconsistent.</p> <ul style="list-style-type: none"> ▪ Methods of assessment need to be closely related to the aims of the learning. ▪ Measurement and analysis is possible and easy on a group scale. ▪ Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment. ▪ Hard-copy, electronic, online or interview style assessments are all possible. 	<ul style="list-style-type: none"> ▪ Highly relevant and clear-cut for certain training such as quantifiable or technical skills. ▪ Less easy for more complex learning such as attitudinal development, which is difficult to assess. ▪ Cost escalates if systems are poorly designed, which increases work required to measure and analyze.
<p>LEVEL 3 BEHAVIOR</p>	<ul style="list-style-type: none"> ▪ Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation: ▪ Did the trainees put their learning into effect when back on the job? ▪ Were the relevant skills and knowledge used ▪ Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles? ▪ Was the change in behavior and new level of knowledge sustained? ▪ Would the trainee be able to transfer their learning to another person? ▪ Is the trainee aware of their change in behavior, knowledge, skill level? 	<ul style="list-style-type: none"> ▪ Observation and interview over time are required to assess change, relevance of change, and sustainability of change. ▪ Arbitrary snapshot assessments are not reliable because people change in different ways at different times. ▪ Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool. ▪ Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements. ▪ The opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way. ▪ 360-degree feedback is useful method and need not be used before training, because respondents can make a 	<ul style="list-style-type: none"> ▪ Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation. ▪ Simple quick response systems unlikely to be adequate. ▪ Cooperation and skill of observers, typically line-managers, are important factors, and difficult to control. ▪ Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning. ▪ Evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging.

		<p>judgment as to change after training, and this can be analyzed for groups of respondents and trainees.</p> <ul style="list-style-type: none"> ▪ Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria. ▪ Online and electronic assessments are more difficult to incorporate - assessments tend to be more successful when integrated within existing management and coaching protocols. ▪ Self-assessment can be useful, using carefully designed criteria and measurements. 	<ul style="list-style-type: none"> ▪ Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below.
<p>LEVEL 4 RESULTS</p>	<ul style="list-style-type: none"> ▪ Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test. ▪ Measures would typically be business or organizational key performance indicators, such as: ▪ Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc. 	<ul style="list-style-type: none"> ▪ It is possible that many of these measures are already in place via normal management systems and reporting. ▪ The challenge is to identify which and how relate to the trainee's input and influence. ▪ Therefore, it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be measured. ▪ This process overlays normal good management practice - it simply needs linking to the training input. ▪ Failure to link to training input type and timing will greatly reduce the ease by which results can be attributed to the training. ▪ For senior people particularly, annual appraisals and ongoing 	<ul style="list-style-type: none"> ▪ Individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability. ▪ Also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.

		<p>agreement of key business objectives are integral to measuring business results derived from training.</p>	
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Four Levels of Evaluating Training – Kirkpatrick Method⁵

⁵ https://www.researchgate.net/figure/Kirkpatricks-four-levels-of-evaluation-model_fig1_265425958

Learning Network on Capacity Development (LenCD)⁶

The LenCD Learning Package provides an overview of the core concepts and principles of capacity development, practical 'how-to' guides, and a trainer/facilitator's guide and materials. To measure capacity outcomes and results for different levels and contexts, it is necessary to set up a capacity measurement system which involves these action steps:

- **Decide who needs to be involved and how.** All capacity development processes have many stakeholders, some who are involved from start to finish; others who only participate in part of the process. There will be a constantly changing group whose needs have to be accommodated. It is important to guard against approaches that only answer the needs of only one type of stakeholder. Measurements need to be meaningful to all actors identified as relevant to the process.
- **Decide what needs to be measured and the criteria for measurement.** There is no single, universally agreed set of capacity development dimensions to use in a measurement system. Measurement dimensions need to be specific to the context and cover all levels – individual, organizational, sectoral and institutional, types of capacity – hard and soft, and the themes for application in any capacity development framework being used.
- **Create a measurement framework to fit the context.** Creating a specific framework can ensure that the measurement process and tools fit the capacity development process. The dimensions and criteria discussed above can be used to identify a starting point, which could be: inputs and outputs, outcomes, or impact. Using an iterative approach i.e. deciding where to start and doing the details one step at a time (rather than trying to map out the whole thing at the start) allows for effective response to what is emerging and any changes in the environment.
- **Test the framework.** The framework needs to be first tested, and later reviewed regularly, for relevance and practicality before it is put to extensive use.
- **Select tools.** When tools are being selected it should be remembered that: all tools should be adapted to local context and needs; all tools have advantages and disadvantages according to context, and this should be taken into account when using them; and, a mix is needed to cover all the different measurement requirements i.e. different tools will be needed at different stages in the process. Some tools to consider are: outcome mapping; stories of change; most significant change; case studies; random sampling; tracer studies; ladder of change; theory-based evaluation; rapid appraisal methods; cost-benefit and cost-effectiveness analysis; Logical Framework; and public expenditure tracking surveys.

⁶ <http://lencd.org/group/effective-institutions>

Annex II – 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’re developing 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” ⁷

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).

⁷ 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

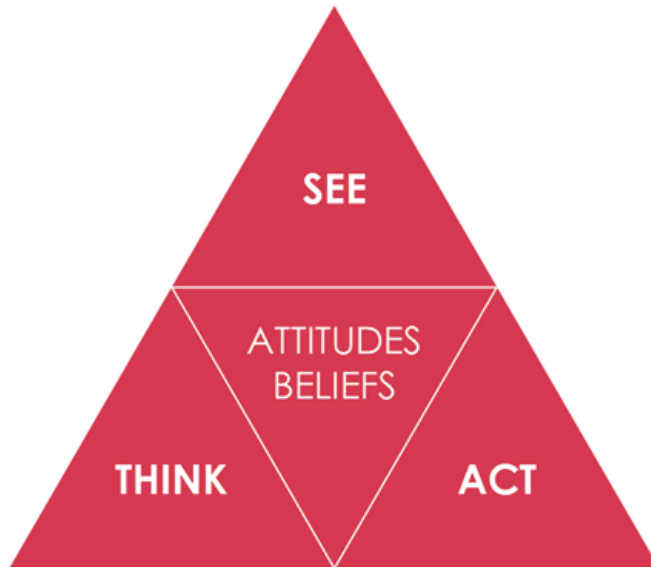
Table 1.2: Definitions of principles, values, belief and attitudes

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.

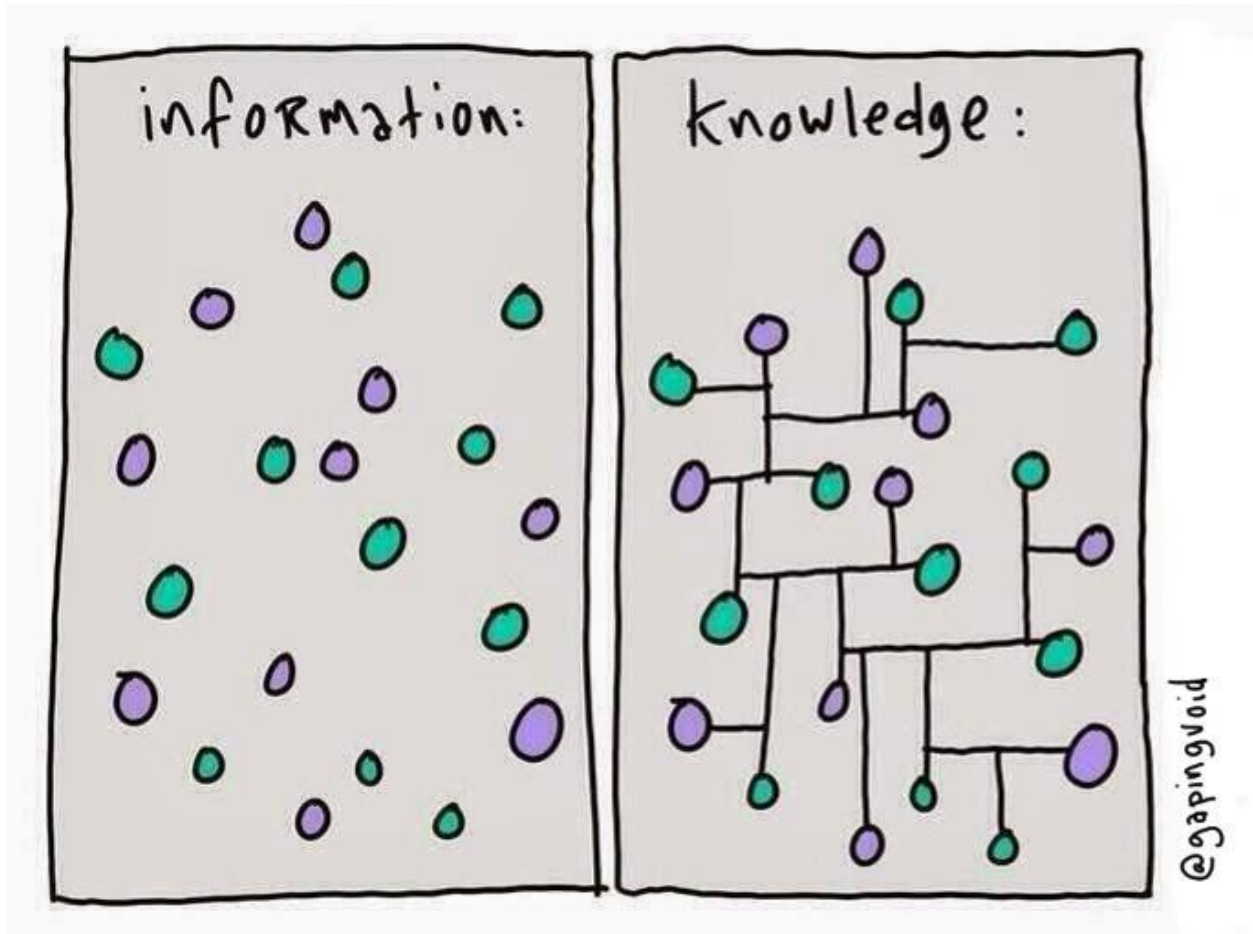
In this light, there is an acute need to adopt fresh mindsets around innovation, policy development, and governance practices. Public workforces have to act as change agents, navigating uncertainty and complexity and using new sets of innovation approaches, skills and tools. And doing so to accelerate

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.

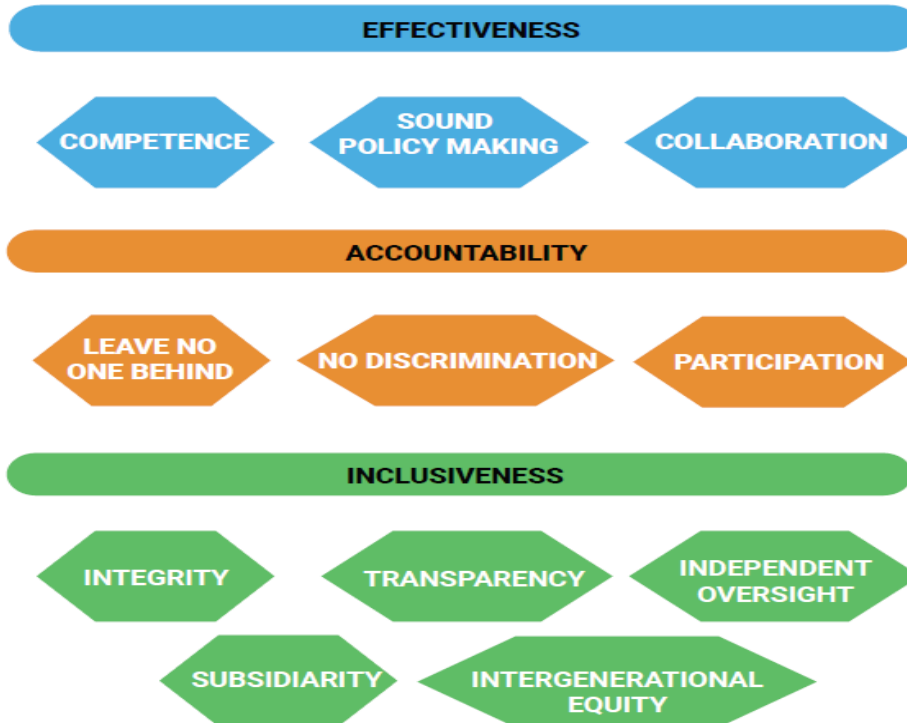
We need to challenge learners to adopt new thinking and embrace mindsets that help them shift their fundamental set of assumptions and perspectives. We need to help them reframe their understanding of reality as well as their own role, practice and potential as a change agent. We must challenge learners 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.

**PRINCIPLES OF
EFFECTIVE GOVERNANCE
FOR SUSTAINABLE DEVELOPMENT**



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 Nesta⁸ for experimenting and public problem solving⁹ -. 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.

⁸ Researched and developed in partnership with the OECD

⁹ 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





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.





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
<p>Inclusive Mindset</p> 	<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>
<p>Empathy Mindset</p> 	<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>
<p>Inter-generational Equity Mindset</p> 	<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>
<p>Responsive Mindset</p> 	<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.

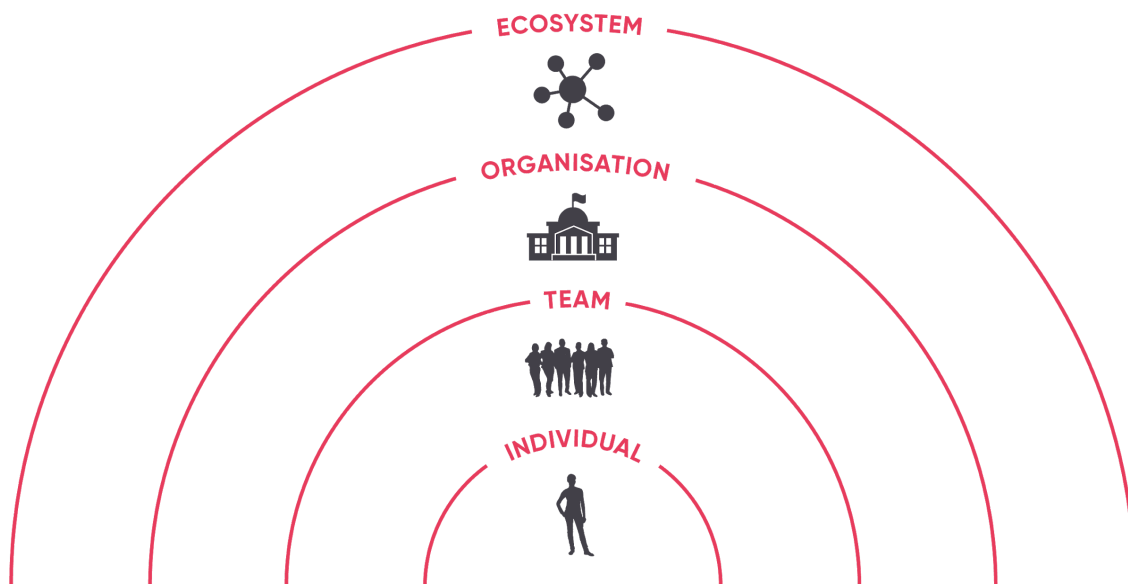
This involves managing intricate tensions and dynamics between opposing mindsets, skill sets and behaviours. I.e. developing and implementing long term policy horizons whilst remaining inclusive and integrative; making decisions in the face of uncertainty while being able to legitimise these decisions; 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

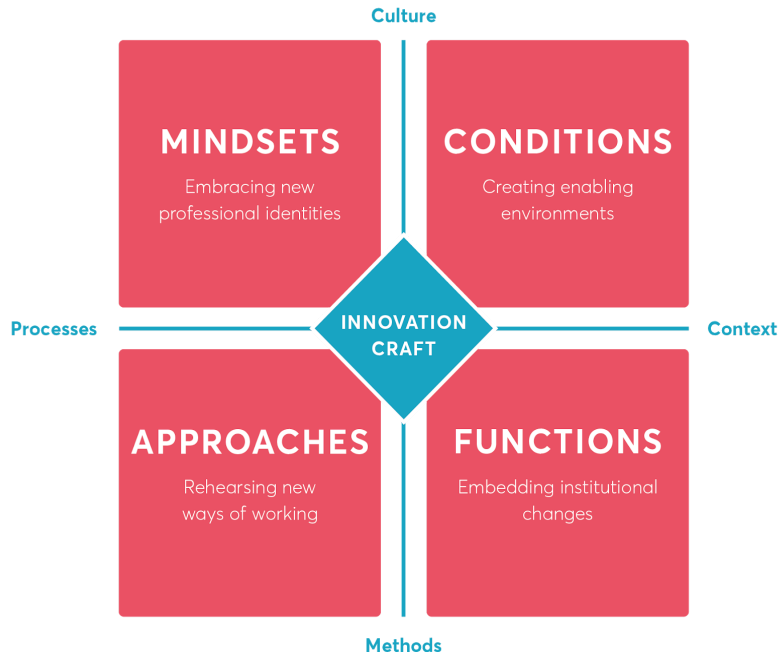
Working with people in organizations, it is imperative to remember that capacity development can be a trigger for change only insofar as it happens in strategic relation with changes in the core structural components (legislation, hierarchies, political environment) that inhibit change.



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	Our professional (cultural) instincts, habits, & (sometimes	Renewed sense of purpose & strategic ownership of your

		identities	even) values	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.

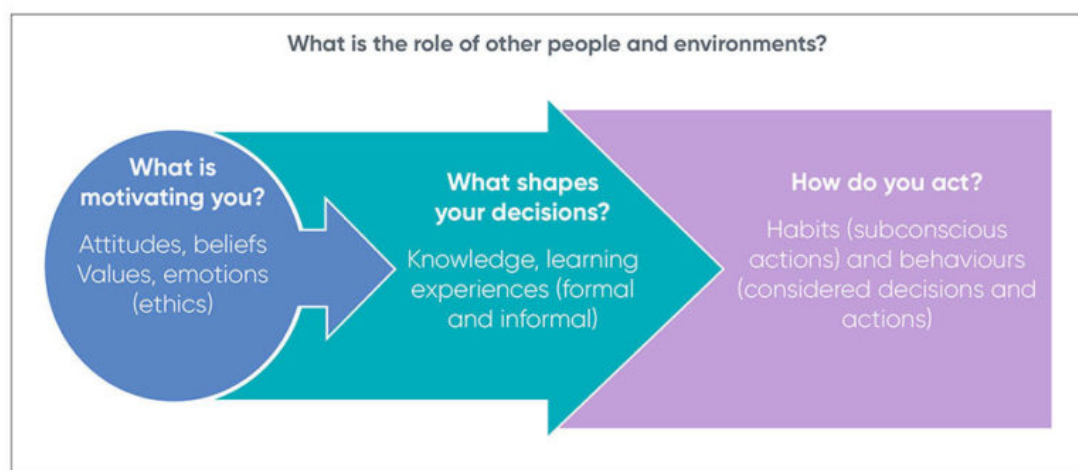
So a challenge-based approach is useful when dealing with changing, developing and/or rehearsing new mindsets. The authenticity of practice (simulated or real-life) as a learning environment enhances the richness and depth of learning experiences. Challenge-based learning adds urgency, increases relevancy 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 pedagogy¹⁰, 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.

¹⁰ From Nesta's and States of Change's

- **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.
- **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

Annex III – 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.

Annex V – 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:

- Decision making around complex problems
 - [A Leader's Framework for Decision Making](#)
- Ethnography, user centred design
 - Stapper and [Co-creation and the new landscapes of design](#)
 - Edward T. Hall's Cultural Iceberg Model; Beyond Culture (1976)
https://www.spps.org/cms/lib/MN01910242/Centricity/Domain/125/iceberg_model_3.pdf
- Behaviours insight/behaviour science
 - Kahneman, D (2011), Thinking fast and slow
 - Thaler, R.H., and Sunstein, C.R., (2009) Nudge: Improving decisions about health wealth and happiness
 - [Explainer: What is a behavioral 'nudge'? | by Bloomberg Cities](#)
 - [10 Examples of Nudge Theory](#)

Day 3

- 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](#)

Day 4:

- Storytelling
 - [The Neuroscience Of Storytelling Will Make You Rethink The Way You Create](#)
 - [The Value of Strategic Storytelling](#) - by Uscreates.
 - Biesenbach, R. (2017) Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results.
- Hacking policy cycle
 - [Hacker's Toolkit](#)
- Competency framework
[Skills, attitudes and behaviours that fuel public innovation](#)

Day 5

- Leading Public Design - Discovering Human-Centred Governance. Policy Press 2017.
- [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