



Day 3: Transformational leadership, Changing Mindsets and Reaching out to Stakeholders for Policy Coherence

Module 5: Performance management & Changing the Political and Administrative Culture for Policy Coherence

Module 6: Stakeholder Participation in the SDG Policy Cycle



Key objectives of Day 2

Why

Concepts

What

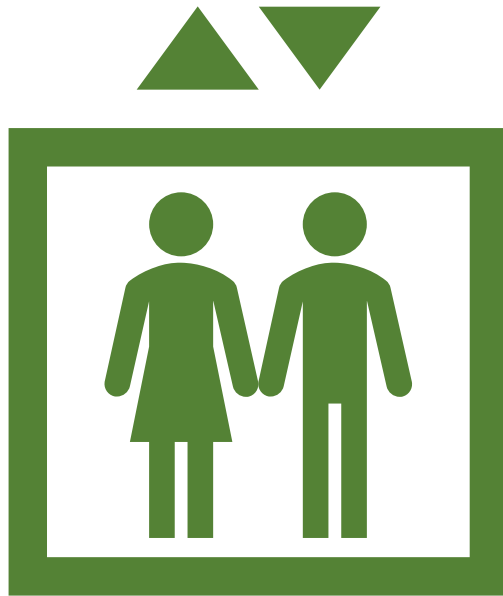
Strategy

How

Organization

- Reflect on the importance of the organizational pre-conditions for policy coherence
- Understand how the instruments of **planning, budgeting, digital technology, M&E** need to change to move towards policy coherence for SDG implementation
- Learn how leadership, HR and mindsets contribute to enabling policy coherence, how to engage effectively with stakeholders for coherent SDG implementation and how data is significant for moving forward.

Individual Activity: Recap Day 2 –



- Reflect on Day 2
- Reflect on the key lessons of Day 2!
- Imagine you meet your superior in the elevator next day, and she asks what you take away from Day 2.
- Formulate two brief statements (one per module) to tell your superior in the elevator!

Key objectives of Day 3

Why

Concepts

What

Strategy

How

Organization

- Reflect on the importance of the organizational pre-conditions for policy coherence
- Understand how the instruments of planning, budgeting, digital technology, M&E need to change to move towards policy coherence for SDG implementation
- Learn how **leadership, HR and mindsets** contribute to enabling policy coherence, how to **engage effectively with stakeholders** for coherent SDG implementation and how data is significant for moving forward.

Key objectives of Module 5

Why

Concepts

What

Strategy

How

Organization

- Learn how **leadership, HR and mindsets** contribute to achieving policy coherence.



Performance Management and Changing the Political and Administrative Culture for Policy Coherence

Module 5



Agenda

09:30-09:45	Round table	Existing understandings, objectives
09:45-10:00	Tandem Activity	Role of public servants
10:00-10:30	Presentation & Discussion	Concepts on roles, skills and values for public servants and on leadership for policy coherence (including video)
10:30-10:40	Break	
10:40-11:10	Individual Activity	Institutional Readiness Assessment Building Block 2
11:10-11:40	Presentation	Tools and approaches (competency frameworks, performance management) and cases
11:40-12:30	Separate Group Work	Hiring of new staff member for the central SDG unit in the government
12:30-12:45	Round table	Key elements for the Action Plan



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Round table

Participants are invited to share their experiences and insights of people management in their institutions and organizations to encourage an administrative culture of policy coherence

What is Module 5 about?

- Creating Public Value
- Political and administrative public servants
- Competencies, skills, attitudes and values for cross-sectoral collaboration and policy coherence
- Commitment of leadership to promote a mindset of cooperation and collaboration for policy coherence
- Development, application and internalization of competency frameworks
- Performance management for policy coherence
- Promotion of a learning culture in the public service

What will be achieved through Module 5?

- To understand the impact of values, attitudes, mindsets on progress in coherence of policies
- To appreciate competencies and skills for collaboration
- To recognize the role of political and managerial leadership in favor of collaboration
- To value the importance of administrative culture for policy coherence
- To discuss performance management for policy coherence

Tandem Brainstorming Activity: Engaging the Public Service for Policy Coherence

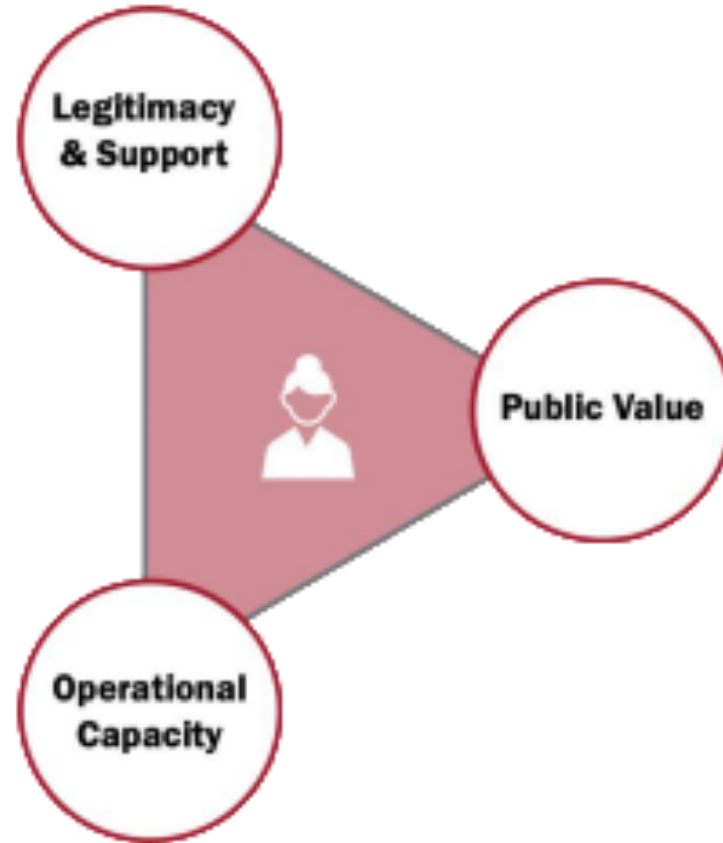
- *"Bringing about integration for SDG implementation ultimately depends on the people, particularly the public servants who will need to understand new integrative frameworks and priorities, acquire new skills and embrace new ways of working."*
(UN DESA 2018, p. 23)



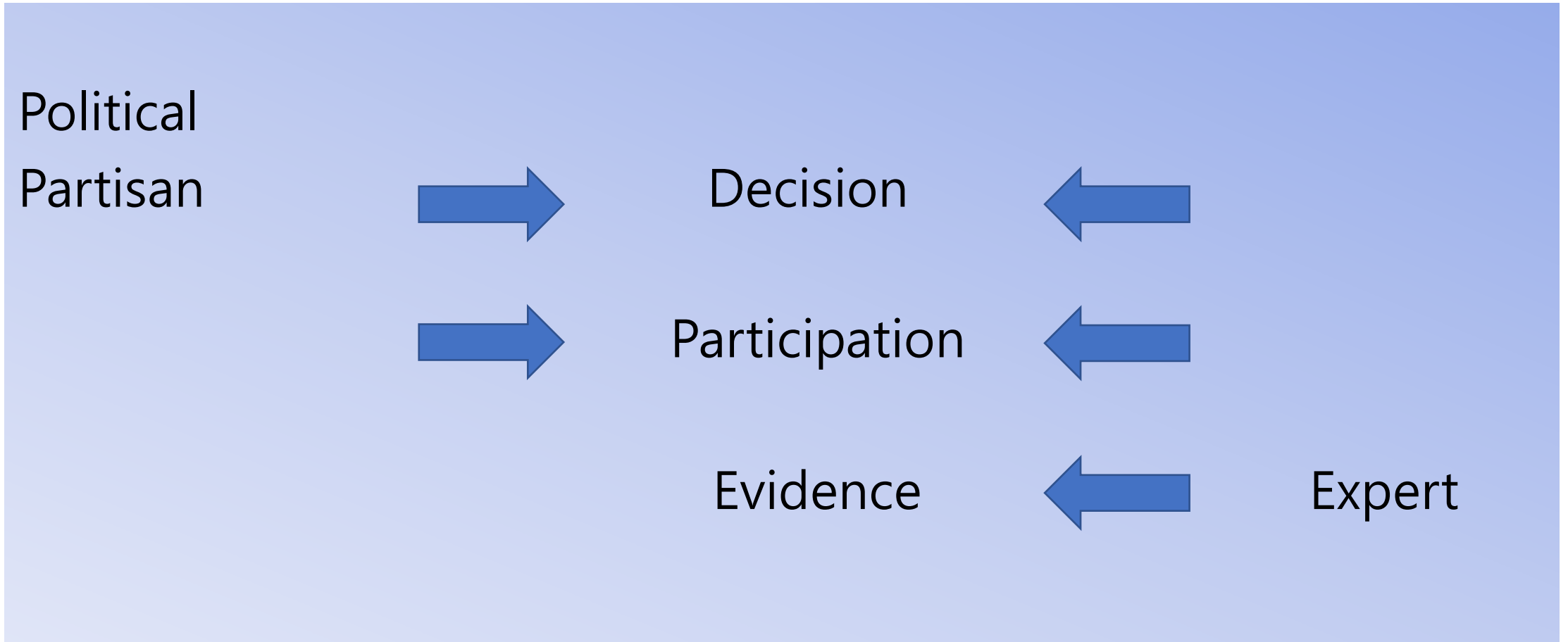
Discuss the quote above with your neighbor and brainstorm on

- Do you agree with the importance of public servants
- Which type of skills do you consider critical for policy coherence;
- How would ways of working for policy coherence look like!

The Strategic Triangle of Creating Public Value



Roles of Public Servants in supporting the policy cycle



Engaging the public service as an institution - concept:

Principles of public service relate to values, skills, contracts

Values-driven culture and leadership

1. Define the values of the public service and promote values-based decision-making.
2. Build leadership capability in the public service.
3. Ensure an inclusive and safe public service that reflects the diversity of the society it represents.
4. Build a proactive and innovative public service that takes a long-term perspective in the design and implementation of policy and services.

Skilled and effective public servants

5. Continuously identify skills and competencies needed to transform political vision into services which deliver value to society.
6. Attract and retain employees with the skills and competencies required from the labour market.
7. Recruit, select and promote candidates through transparent, open and merit-based processes, to guarantee fair and equal treatment.
8. Develop the necessary skills and competencies by creating a learning culture and environment in the public service.
9. Assess, reward and recognise performance, talent and initiative.

Responsive and adaptive public employment systems

10. Clarify institutional responsibilities for people management.
11. Develop a long-term, strategic and systematic approach to people management based on evidence and inclusive planning.
12. Set the necessary conditions for internal and external workforce mobility and adaptability to match skills with demand.
13. Determine and offer transparent employment terms and conditions that appropriately match the functions of the position
14. Ensure that employees have opportunities to contribute to the improvement of public service delivery and are engaged as partners in public service management issues.

Source: <https://www.oecd.org/gov/pem/recommendation-on-public-service-leadership-and-capability.htm>

Engaging the public service as an institution - concept: Mindsets and skillsets of the collaborative public manager

Successful collaborator

- Multisectoral collaboration

Values & attitudes

- Attitude: open, flexible
- Values: commonality, inclusion, participation, responsiveness, agility

Skills & competencies

- Leadership: sharing ideas and agendas, leading from behind
- Communication: Listening, understanding, social networking
- Group skills: negotiating, motivating, creating trust, compromising, mediating

Source: adapted from van der Wal (2017, p. 241)

Engaging the public service at the leadership level - Transformational Leadership

“My greatest challenge has been to change the mindset of people. Mindsets play strange tricks on us. We see things the way our minds have instructed our eyes to see. “

Nobel Laureate Professor Mohammed Yunus



Why always put flowers in one vase?

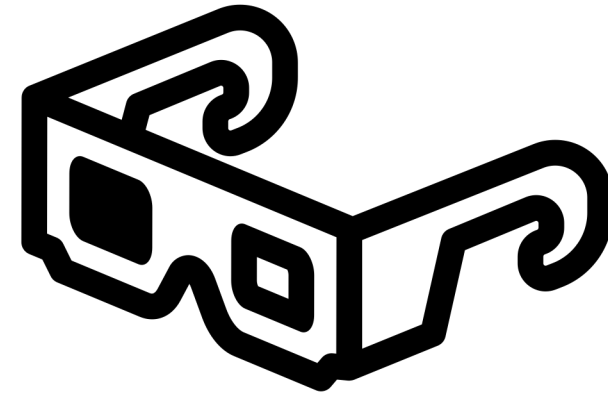


(AlterArt, 2020)

Engaging the public
service at the
leadership level

<http://webtv.un.org/search/driving-culture-change-through-a-new-kind-of-leadership/6178458817001/?term=&lan=english&cat=News%20%26%20Features&page=2>

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Engaging the public service as one institution-concept: Public managers as boundary spanners

Building sustainable relationships

- Communication and listening
- Understanding, empathizing and resolving conflict
- Personality
- Trust

Managing through influencing and negotiation

- Brokering Solutions
- Networking

Managing complexity and interdependencies

- Inter-organizational experience
- Transdisciplinary, technical knowledge
- Cognitive capacity

Managing roles, accountabilities and motivations

- Delicate judgement
- Hegemony, resource opportunity, and mandate

Source: adapted from van der Wal (2017, p. 242)



Individual Activity: Institutional Readiness Assessment Building Block 2

Participants are invited to fill out Building Block 2 of the Institutional Readiness Assessment

Have you participated in training for leadership, changing mindsets or co-ordination in Schools of Administration?

Is funding available for training purposes generally or for policy coherence in particular?

Engaging Public Servants for Policy Coherence

"For public servants, integration on a daily basis requires that they should share their objectives across organizational boundaries, with sharing of information and services among government organizations in a way that boosts the efficiency of government processes and enhances governmental interaction".

(UN DESA (2018), p. 23)

Engaging public servants - concept: Old and New Roles of Public Servants - joining up for Policy Coherence

Traditional Roles

Experts
Regulators
Engagers
Reticulists

Prospective Roles

Commissioners
Curators
Foresighters
Storytellers

Adapted from O'Flynn, J. (2019)

Tools and Approaches to Performance Management for Policy Coherence - Raise Capacity of Public Servants

- Training and Awareness Programs on the complexity of interrelations of the SDGs and the national strategy of implementation
- Encouragement of networking in public administrations to facilitate working across boundaries
- Mobility (transfers, postings, secondment, job rotation) of public servants across ministries, departments or agencies
- Training on horizontal management and partnering

Material adapted from UNDESA, WPSR 2018, p23/4, RA Singapore

The How and Who of Training for Social Conscious Leadership (CSL)

Identify suitable institutions: What are the best institutions/institutional frameworks for training in SCL capacity?

Courses, curriculum, training tools and methods: How do we go about developing courses, curriculum, training tools (case studies, practical application of tools etc.) teaching methods that help changing mindsets and impart skills to contribute to SDGs based leadership?

Course structure: Do we have a generic course or do we develop courses on regional basis with regional experiences where generic elements are incorporated as part of the overall curriculum?

Modalities of delivery of training: How we impart the training – through TOT at regional level, to be followed by course development and training at by the local trainers at the national level?

Funding for SCL preparation of curriculum, training tools and conduct of regional TOTs: Who provides the funding for new leadership capacity building training?

Khan, A. (2019)

Tools and Approaches

Introduce Incentives for Cross Sectoral Work

Performance pay/remuneration
Performance evaluation
Career opportunities, promotions

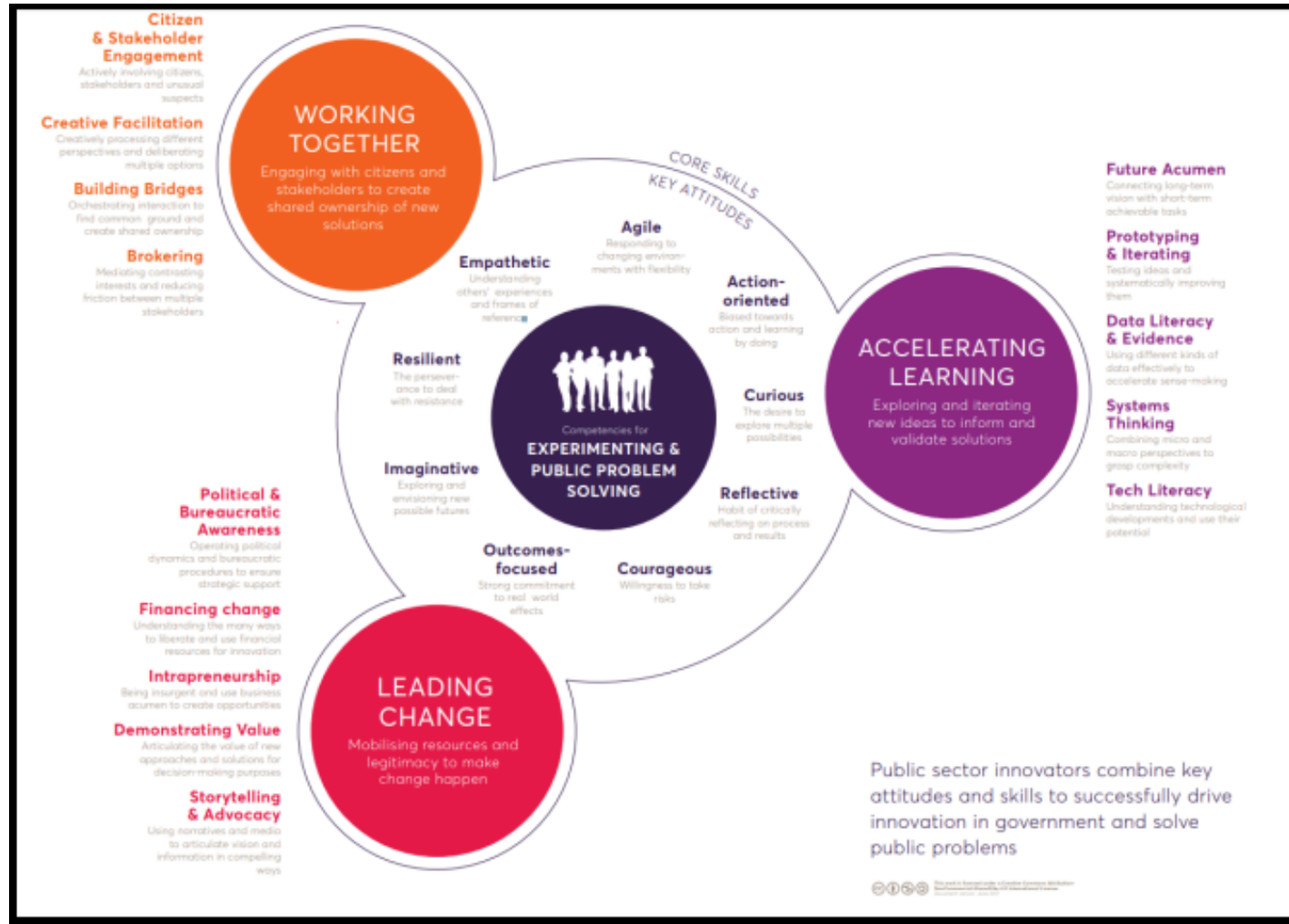
for

sharing information,
sharing knowledge,
establish partnerships or networks,
co-production

Tools and Approaches Implement Shared Accountability

- Revising responsibility lines from departmental to issue-related organization and putting in place shared or joint accountability
- Establish joint accountability through explicit mandates and formal regulations for coordination and collaboration

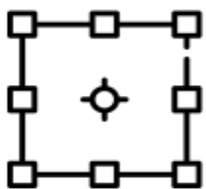
Competency Framework for Public Problem Solving



The New Work Times

Competency Framework of Public Servants to implement the SDGs

Principles on the 2030 Agenda



Transformative

The 2030 Agenda calls on a comprehensive, far-reaching and people-centered set of universal and transformative Goals and targets.



Integrative

The SDGs and targets are indivisible and integrated, meaning that no goal may be implemented at the expense of another.



Leave No One Behind

The 2030 Agenda seeks to benefit all people and commits to leave no one behind by reaching out to all people in need and deprivation, wherever they are, in a manner which targets their specific challenges and vulnerabilities.



Universal

The 2030 Agenda is universal in scope and commits all countries, irrespective of their income levels and development status, to contribute towards a comprehensive effort towards sustainable development.

PRINCIPLES OF EFFECTIVE GOVERNANCE FOR SUSTAINABLE DEVELOPMENT



EFFECTIVENESS

COMPETENCE

SOUND
POLICY MAKING

COLLABORATION

ACCOUNTABILITY

LEAVE NO
ONE BEHIND

NO DISCRIMINATION

PARTICIPATION

INCLUSIVENESS

INTEGRITY

TRANSPARENCY

INDEPENDENT
OVERSIGHT

SUBSIDIARITY

INTERGENERATIONAL
EQUITY



COMPETENCY FRAMEWORK

		TRANSFORMATIVE						
MINDSET	GROWTH Values performance in a government context. Abide by code of ethics. Actively keeps abreast of developments in own area of competence.	FORWARD-LOOKING AND PROACTIVE Proactive mindset to implement potential solutions and address challenges. Take individual action ahead of deadlines and coordinates within organizational roles.	CRITICAL-THINKER Analyzing and defining a problem to recommend a suitable way forward.	INNOVATIVE Values the improvement of process and new solutions in work situations. Perceiving different and novel ways to deal with work problems and opportunities.	ETHICAL Perceives importance of a code of ethics, and orients values and beliefs upon sound moral principles. Internalizes integrity as a core value guiding public service decisions. Perceives code of conduct as a central pillar of decision-making.	OPEN AND EMPOWERING SELF AND OTHERS Perceives importance of engagement, delegating and setting transparent expectations and autonomy. The need to challenge the self and organization's achievement in line with key targets involving others when making decisions that affect them.	RESULTS-ORIENTED Perceives and manages outputs and outcomes towards agreed results. Aligning activities with resources to achieve agreed targets and goals. Values the transparency monitoring of progress and communicates towards agreed SDGs and targets.	
	COMPETENCY	PROFESSIONALISM Motivation to tackle development challenges. Demonstrates professional competence of sustainable development. Motivated by professional concerns. Shows persistence when faced with difficult challenges. Self-imposing standards of excellence to achieve related SDG.	CHANGE MANAGEMENT Ability to effectively perform in an evolving environment. Visioning and planning for growth, ensuring strengths and performance are optimized, while weaknesses and risks are minimized. Understands change and treats as opportunities for growth.	STRATEGIC PROBLEM SOLVING Develops and breaks down problems scenarios to ensure the proposal of ideal solutions. Collectively designs and implements interventions, transitions, and transformative governance strategies toward sustainability. Exhibits an intimate understanding of strategic concepts and potential of unintended consequences.	CREATIVITY Actively seeks to improve programmes and services. Offering new and "outside the box" options. Takes calculated risks on new ideas. DESIGN THINKING Applies a user-centric approach in the design of public services and policies. Integrates principles on user-centric service-delivery and participatory governance. Integrates the perspective and voices of citizens into policy design. DIGITAL LITERACY Keeps abreast of available technology and willing new to learn new technology. Understands applicability and limitations of technology. Actively seeks to apply technology to appropriate tasks.	RESPECT FOR INTEGRITY Serves in the public interest in a manner consistent with moral principle. Promotes anti-corruption policies and practices. Strengthens, upholds, and integrate codes of conduct to performance frameworks. Ensures transparent public procurement procedures. Provides adequate remuneration and equitable pay scales for public servants. TRANSPARENT AND INDEPENDENT OVERSIGHT Acts according to strictly professional considerations and codes of conduct. Promoting independent oversight and data transparency. Aware of the importance of checks and balances in government.	LIFE-LONG LEARNING Keeps abreast of new developments. Actively seeks to develop oneself in line with sustainable development. Contributes to the learning of colleagues shares knowledge learned across the organization. Seeking ways to apply knowledge to strengthen SDG achievements. Shows willingness to learn from others to improve. ADAPTIVE LEADERSHIP Maintains effectiveness when experiencing changes. Continues delivering results within new structures or despite external shocks. Plans for government services to be risk-informed and flexible to changing times.	RESULTS-BASED MANAGEMENT Manages for results providing a coherent framework for planning and management. Relates and defines the SDG targets linking to organizational plans. Specifies the government unit's expected results which contribute to goals. Align programs, processes and resources. Monitors on-going performance. Integrating lessons learnt into future planning. Improves accountability, based on continuous feedback.

COMPETENCY FRAMEWORK
INTEGRATIVE

M I N D S E T	<u>HOLISTIC/SYSTEMS-THINKING</u>	<u>STRATEGIC</u>	<u>EVIDENCE BASED FOR SOUND POLICY MAKING</u>	<u>COLLABORATIVE</u>
	Perceives the links, causes-effects relations, and dynamics of social, economic and environmental systems affecting sustainable development Values assessment of the trade-offs, unforeseen risks, complexity and consequences of policies for the SDGs	Perceives the importance of developing clear goals and thinking to achieve long-range goals Allocating resources appropriately and foreseeing risks to ensure achievement of targets	Perceives the importance of grounding decision-making on proven evidence, sound data and established research Values the importance of research and data in policymaking and governance	Perceives problems of common interest and positively conceives that dialogue, coordination, partnerships and networks can address problems
C O M P E T E N C Y	<u>SYSTEM/INTEGRATIVE</u>	<u>PLANNING AND ORGANIZING</u>	<u>INFORMATIVE LITERACY</u>	<u>COOPERATION</u>
	Collectively analyzes complex systems across different domains and across different scales Considering cascading effects, inertia, and feedback loops related to sustainability issues and problem-solving frameworks in the context of public service responsibilities Analyzes complex systems includes comprehending, empirically verifying, and articulating their structure, key components, and dynamics. Ability to build transition strategies toward sustainability and anticipating future trajectories and staging transition processes in government.	Develops clear goals that are consistent with the 2030 Agenda and SDG targets as they relate to current national procedures Identifies priority activities and adjusts priorities as required Allocates appropriate amount of time and resources for completing work Foresees risks and allows for contingencies when planning Monitors and adjusts plans and actions as necessary Uses time efficiently	Actively promotes transparency and the use of data in public service design and delivery Integrating data-driven and evidence-based decision-making as the norm in public service. In line with SDG 16.10, ensures public access to information Utilizes policy screening tools to ensure risk-informed decision-making	Integrates a whole-of government and whole-of-society approach to work across silos and ensure network-based governance Ensures center of government coordination, integration and dialogue across levels and raising awareness of the SDGs Addresses problems of common interest and forming multi-stakeholder partnerships towards the same purpose in line with SDG targets Strengthens institutions through international cooperation Values South-south, North-South and triangular cooperation as per SDG 17



United Nations

Department of Economic and Social Affairs

COMPETENCY FRAMEWORK

LEAVING NO ONE BEHIND

MINDSET	<p><u>INCLUSIVE</u></p> <p>Perceives that all human beings can fulfil their potential in dignity and equality Understanding that public policies are to consider the needs and aspirations of all segments of society</p>	<p><u>EMPHATIC</u></p> <p>Perceives and values the needs of others Can relate to situations of constituents and groups across society and constructing solutions to advance their development in line with SDG targets</p>	<p><u>RESPONSIVE</u></p> <p>Perceives and values the needs of citizens and vulnerable groups Understanding how public service actions can service these abiding by a public service code of ethics</p>
	<p><u>RESPECT FOR DIVERSITY</u></p> <p>Promotes public sector workforce diversity In line with SDG 16.7, ensures inclusive, participatory and representative decision-making Treats all people with dignity and respect Shows respect for and understanding of diverse points of view in delivery and decision-making</p> <p><u>NON-DISCRIMINATORY</u></p> <p>Respects, protect and promote human rights and fundamental freedoms for all, Ensuring equitable accessibility standard to public service provided on general terms of equality Prohibits discrimination in public service delivery Promotes and enforce non-discriminatory laws and policies for sustainable development in line with SDG target 16.8. Support cultural sensitivity audit of public institutions</p>	<p><u>EMOTIONAL INTELLIGENCE</u></p> <p>Recognizes, manages and communicates with emotional regulation Responds appropriately to the emotions of other people Ability to scan one's own internal biases and to ensure that all people are treated fairly</p>	<p><u>CLIENT AND SERVICE ORIENTED</u></p> <p>Takes ownership of all responsibilities and honors commitments Delivers outputs for which one has responsibility within prescribed time, cost and quality standards Operates in compliance with organizational regulations and rules Supports and provides oversight and takes responsibility for ensuring results Coordinates from national to local levels, aiming to increase capacity for prevention and mitigation of external shocks to ensure national progress towards SDG achievement.</p>
COMPETENCY			



DESA

Division For Public Institutions and Digital Government

COMPETENCY FRAMEWORK

UNIVERSAL

M I N D S E T	<u>GLOBAL</u>	<u>ACCOUNTABILITY TO PRESENT AND FUTURE GENERATIONS</u>
	<p>Recognizes and appreciates international and domestic diversity. Appreciates the importance of working effectively across countries, languages, ethnicities and cultures, developing partnerships (north-south; south-south; and triangular partnerships), fostering dialogue and collaboration to strengthen institutions. Appreciates the importance of building a diverse, multi-cultural and inclusive workplace. Appreciates the importance of neighboring countries, regional and global affairs on national development. Seeks to stay informed on global affairs, relating these to a local and institutional context.</p>	<p>Perceives the needs of current and future generations, with attention to the effects of changing demographics. Perceives the importance of ensuring current governance and policies do not jeopardize the needs of future generations. Ensuring long-term thinking and planning in public service delivery, access and equity.</p>
C O M P E T E N C Y	<u>COMMUNICATION</u>	<u>FORESIGHT</u>
	<p>Practices communication and dialogue within the organization and externally sharing information and knowledge equitably, inclusively, transparently and effectively. Clearly conveys information on sustainable development, pertinent global and national affairs, and interlinked topics, in a logically structured manner, that is accessible by all peoples, including those with disabilities. Information is transparently and effectively shared with a variety of media tailored to engage the target audience, ensuring that the audience comprehends, relates to the information, and retains the messages. Demonstrates an ability to facilitate dialogue across cultures, appreciating the perspective of all groups, from global to local audiences.</p>	<p>Conveys enthusiasm about future possibilities of change and transformation to achieve the SDGs by 2030. Foresees scenarios of achievement relating to current reality and adjusting course to ensure accomplishments for SDG targets. Envisions and identifies strategic issues while foreseeing opportunities and risks. Clearly communicates links between the national development and government institutional strategy and individual unit's goals. Aligns organizational direction to contribute to SDG target achievement and inspiring others to pursue that same direction.</p> <p style="text-align: center;"><u>RESPECT FOR INTER-GENERATIONAL EQUITY</u></p> <p>Promotes prosperity and quality of life for all. Ensure that public service constructs administrative acts that balance the needs of today's generation with the needs of future generations. Promotes accountability and transparency to measure progress in delivery of public services and SDG target achievement. Ensures equitable access to public services especially among new generations.</p>

Reality check!

Limited Attention Paid to Civil Servants around SDGs

"In general, VNR reports do not include much detail about efforts made by the government to engage civil servants around SDGs.

Several countries reported that they had organized awareness raising and training programmes in the public service (e.g. Algeria, Azerbaijan, Bosnia and Herzegovina, Cambodia, Chile, Côte d'Ivoire, Indonesia, Kuwait, Mauritius, Pakistan, Saint Lucia, Tanzania).

Assessing global trends in this area will require more research".

(UNDESA, 2019, Compendium, p 7)

Singapore: Working as One Public Service

Responses to UN DESA Institutional Readiness Assessment

- Leadership Competency Framework to lead and drive transformation
- Collaboration is part of the new core competency framework and performance assessment of officials, based also on whole of government and interagency projects
- Focus on staff movement in and across ministries, outside job rotation
- Public servants kept closely informed about WOG policy agenda
- PM office leads cross/agency workgroups from planning to implementation
- Partnership and Engagement Network of a government-wide community and practice to share capability development efforts

Engaging and equipping public servants in practice

- **Chile:** Public officials have taken part in seminars and events organized on the 2030 Agenda.
- **Cote d'ivoire:** Côte d'Ivoire has been working to raise awareness about the SDGs among government employees, through means such as a 2016 workshop on SDGs for government institutions, civil society, and local authorities
- **Algeria:** Several Algerian ministries, including the Ministry of the Environment and Renewable Energies, the Ministry of Health, Population and Hospital Reform, the Ministry of Higher Education and Scientific Research, the Ministry for National Solidarity, Family, and the Status of Women, the Ministry of National Education, the Ministry of Agriculture and Rural Development, and the Ministry of Water Resources, have organized awareness raising workshops and training for public servants, focusing on the SDGs directly relevant to their areas of work

Source: (UNDESA (2019))

JOINT ACTIVITY

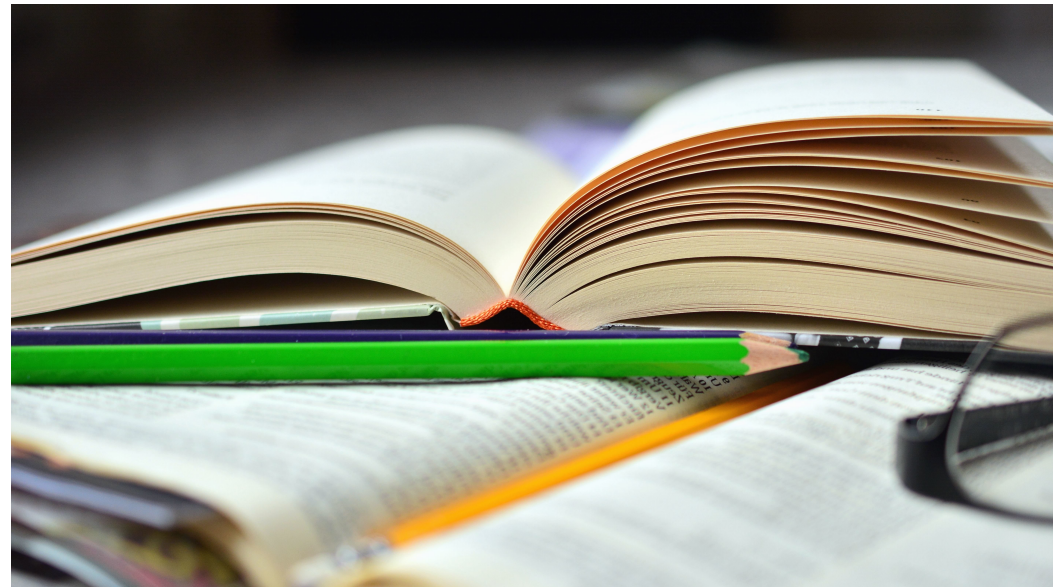
Separate Working Groups

- Develop and present a performance management initiative to promote collaboration and coordination for policy coherence
- Case: For a new SDG unit, your agency is looking for qualified staff. How would you organize the recruitment process?
- Three separate groups
 - Group 1 Write the job profile
 - Group 2 Determine the profile of the panel members
 - Group 3 Develop the questions for the interviews
- Reporting back and conclusions

Wrap up

What are the three key insights to retain for the Action Plan exercise when it comes to people management for policy coherence?

Reflections on the day



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