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

Annual Meeting of the Global Initiative on
Building Capacities of Public Servants for SDG Implementation
Report

Online via MS Teams
Monday, 27 July 2020
8:00 a.m. – 10:00 a.m. (NY Time)

Background

Every year a global meeting with Schools of Public Administration and Institutes of training is held to take stock of their initiatives in terms of raising awareness of their SDGs, mainstreaming their SDGs and their programs and the curricula, and also developing critical skills of public servants to respond to government priorities in implementing the 2030 agenda.

The third Annual Meeting of the Global Initiative on Building Capacities of Public Servants for SDG Implementation was conducted virtually on 27 July 2020. It was hosted by the Programme Management & Capacity Development Unit (PMCDU), Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UNDESA). Sixteen participants from schools of public administration, institutes of training, academia and government agencies from Africa, Asia and the Pacific, Europe, Latin America and the Caribbean and the Middle East took part in the meeting. The countries represented were Ethiopia, Ghana, Rwanda, Togo, Bangladesh, Bhutan, Nepal, Guatemala, Trinidad and Tobago, Egypt, and Lebanon, as well as regional institutions such as CARICOM in the Caribbean and ResPA in the Western Balkans.

Opening Remarks

Ms. Adriana Alberti, Chief of the Programme Management and Capacity Development Unit of DPIDG, delivered opening remarks. Ms. Alberti welcomed and thanked all the participants for their participation in the Global Initiative of Schools of Public Administration's annual meeting. She also welcomed the CEPA experts who joined the meeting. She underlined that two global meetings with members of the task forces were held during the past editions of the UN Public Service Forum. She highlighted that the objective of the meeting was to provide the participants

with an update of the Curriculum on Governance for the SDGs and most importantly, to receive feedback and advice on the next steps as well as possible further contribution to the toolkits. She invited schools of public administration to become members of the revamped United Nations Public Administration Network (UNPA). She stated that **information on how to become an UNPAN member after the meeting will be shared soon.** She provided the participants with an update on the Curriculum on Governance for the SDGs. She emphasized that the Framework was presented and discussed with the regional task forces in Africa and Asia.

In terms of the "**Rationale of the Curriculum**", she mentioned that the Curriculum was developed to help countries implement the SDGs. She underlined as 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 those left furthest behind. Without a dedicated effort to help governments mobilize and develop the knowledge and capacities of public servants at all levels, progress on the SDGs may be undermined.

In terms of "What is the Curriculum?", she mentioned that 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 the training of trainers, the Curriculum can help equip public servants with the knowledge and capacities to implement the SDGs effectively. The Curriculum's training material can be used to run face-to-face and online training workshops at national and local government levels.

In terms of "Methodology", she mentioned that the Curriculum is designed and implemented through the engagement of governments and schools of public administration. She underlined that the Curriculum is based on a holistic framework for change in governance and public institutions.

In terms of "Global Initiative", she mentioned that the role of public administration schools in providing feedback to the training toolkits and customizing them to their national and local realities is key to the success and usefulness of the training material developed.

In terms of "Who can benefit," Ms. Alberti mentioned that governments and schools of public administration could use the training material for their courses; also, the UN Resident coordinators, UNPAN members, UN DESA divisions can use the toolkits to conduct regional and national training workshops.

In terms of topics, Ms. Alberti mentioned that the Curriculum touches upon key governance issues and pillars. The toolkits are inter-related, and modules from one toolkit can be used in combination with modules from other toolkits to suit specific countries' needs. She underlined that due to the pandemic, efforts to transform the toolkits intended for face to face programmes into online courses will be made. The pilot testing of the toolkits will also take place online, although it might not be as effective as the face-to-face interaction.

Overview of UNPOG's contribution to the Curriculum:

Mr. Bokyun Shim, Head, United Nations Project Office on Governance (UNPOG), DPIDG, UN DESA started his intervention on the mandate of UNPOG which is to strengthen public administration capacities of developing countries in achieving the sustainable development goals at all levels of public governance with a focus in the Asia and the Pacific and East Africa. He mentioned that over three years, UNPOG has been working extensively with the PA schools in Asia and the Pacific. Since June 2018, it has been working in building the Global Initiative for Schools of Public Administration, by (I) co-organizing training workshops during the 2018 UN Public Service Forum and Awards, and the 2018 Regional Symposium; (II) by conducting surveys among key schools in Asia-Pacific on mapping regional civil service curriculum for the SDGs and (iii) co-organizing three workshops on building capacities of training schools of public administration to implement the SDGs. He also mentioned the latest two webinars on responses in Africa to address COVID-19 in collaboration with AAPAM. In these webinars, UNPOG was able to identify the critical role of public servants during the COVID-19 crisis, and the need for public institutions to be prepared for the crisis and put in place a government system to handle the crisis well. UNPOG was able to provide a strong framework for public institutions to prepare them to address a variety of challenges. UNPOG has been working closely with experts and DPIDG colleagues to develop three training toolkits: (1) Effective National to Local Public Governance for SDG Implementation; (2) Government Innovation for Social Inclusion of Vulnerable Groups; and, (3) Government Innovation for Disaster Risk Reduction and Building Resilience.

He invited and welcomed feedback on these three training toolkits from government officials, practitioners, and academia through several upcoming online training workshops. He also recognized that PA schools are equipped with much experience and could be the most critical users of the toolkits. He also wished that PA Schools could be strong advocates in promoting the training toolkits and continuously provide feedback to improve them. He also stated that with the rich experience and capabilities of the schools of public administration, he would like to receive feedback on three critical issues: **efficiency** in communicating to the learners, **validity** in contributing to the achievement of the SDGs, and **consistency** between toolkits and modules.

Ms. Stefania Senese, Porgamme Management Officer, PMCDU, who moderated the meeting, introduced the Agenda of the meeting and asked participants to present themselves as follows.

From the African region:

Mr. Teferi HaileMichael is the Director, Addis Center for Sustainable Development, Kotebe Metropolitan University, Addis Abeba, Ethiopia.
Attended with **Mr. Bezabih Beyene**, Civil Service Commissioner.
Prof. Samuel Adams is the Dean of the School of Public Service and Governance of Ghana Institute of Management and Public Administration (GIMPA).
Ms. Innocente Murasi is a member of the Board of Directors of the Rwanda Management Institute and Director of the Local Governance Institute.
Mr. Gbemu Kofi Mawufelolo Ahose is Head of Division at the Ministry of Development Planning and Cooperation of Togo.

From Asia and the Pacific Region:

Dr. Aslam Alam is Former Senior Secretary to the Government of Bangladesh and Rector of Bangladesh Public Administration Training Centre, Currently Chairman of the Bangladesh Institute for Information literacy and Sustainable Development (BIILSD); Vice President of Bangladesh Society for Training and Development.

Ms. Karma Hamu Dorjee is Chairperson of the Royal Civil Service Commission of Bhutan;

Mr. Narayan Gopal Malego is the Deputy Executive Director of Nepal Administrator Staff College.

Europe and Western Asia Region:

Ms. Rakta Sekulovic is the Director of the Regional School of Public Administration in Montenegro.

From the Latin American and Caribbean Region

Mr. Devon Rowe is the Executive Director of the Caribbean Center for Development Administration and Expert of the UN Committee of Expert on Public Administration.

Ms. Arlene McComie is a retired Permanent Secretary and Facilitator Consultant and coach to CARICAD on Public Sector Institute; Permanent Secretary in charge of the Public Academy for Trinidad and Tobago.

Marco Tulio Cajas is a senior consultant for Central American Institute for Public Administration, in charge of the Guatemala office for the Institute.

From the Middle East Region:

Ms. Laila El Baradei is Professor of Public Administration, School of Global Affairs and Public Policy at the American University of Cairo.

Ms. Lamia Moubayed Bissat is the President of the Institute of Finance of Basil Fuleihan in Lebanon. She attended together with **Ms. Rola Darwish**, Director of Cooperation and Partnership, Institute of Finance Basil Fuleihan, and **Ms. Jinane Doueihy**, Training Director, Institute of Finance Basil Fuleihan.

Presentation of the Thematic Focus and Outline of the Toolkit:

The Moderator gave the floor to each presenter to briefly introduce the Toolkit they coordinated. Presenters shared (i) the objective of each toolkit, (ii) the background, (iii) its rationale, (iv) methodology, and (v) timeline for reviewing, finalizing, and piloting the toolkit.

Training Course on Transformational Leadership in Africa. The toolkit was presented by Mr. John-Mary Kauzya, Chief, Public Service innovation Branch, DPIDG, UN DESA. He mentioned that five modules were developed together with the African Task Force. He mentioned that their inputs were collected during different workshops, including the one conducted with AAPAM and APS-HRMnet. He underlined that the development plan involves representative groups of public servants from Africa who will complete the course as part of their final training.

Public Servants' Mindsets to Implement the 2030 Agenda for Sustainable Development Toolkit was presented by Ms. Stefania Senese, Programme Management Officer, PMCDU,

UNDESA/DPIDG. She mentioned that the toolkit aims to provide a set of methodologies to contribute to change the environment, culture, and mentality of public servants. The course approaches changing mindsets in the public sector as the result of three interlinked factors: changing mindsets (1) at the institutional level through new human resources laws, policies and regulations; (2) at the organizational level through a new organizational culture inspired by the principles of the 2030 Agenda; and (3) at the individual level through new beliefs, values, competencies, and skills. She underlined that the toolkit is a five-day training and aims to provide public servants with practical hands-on knowledge (and skills) on how to trigger change. The toolkit will be ready by the end of August. Feedback from experts and schools of public administration will be collected by 25 September. The final draft of the toolkit will be tentatively ready by 30 September and will be piloted in Arab Region in the last quarter of the year.

Transparency, Accountability, and Integrity in Public Institutions Toolkit was presented by Ms. Anni Haataja, Governance and Public Administration Officer, PMCDU, UNDESA/DPIDG. She underlined that the toolkit's objective is to take comprehensive look into issues related to integrity and anti-corruption. The toolkit focuses on three factors – transparency of Government; accountability, transforming public servants' mindset in ethical behavior. It is a 5-day full immersive course, or it can be a 2-day course for those who cannot devote five days to training. It can be available as an online course. She mentioned that the plan is to have it ready by the end of August for feedback. A final draft will be ready at the end of September and will be piloted in any Member State interested in this course.

Institutional Arrangements and Governance Capacities for Policy Coherence Toolkit was presented by Ms. Adriana Alberti, Chief, PMCDU, UNDESA/DPIDG. She underlined that the toolkit's objective is to support Members States' capacity to strengthen institutions and governance capacities for policy coherence. She mentioned that the focus is on institutional arrangements and changes that are needed in their capacities at national level and in connection with the local level. The training toolkit is a combination of lectures, interactive type of activities where government officials can share their knowledge and set out concrete actions on how changes can be made in their Government. In terms of timeline, the draft toolkit will be ready by the end of September for comments, a final draft will be ready by the end of September and will be piloted online with Namibia (as requested by the Country).

Effective National to Local Public Governance for SDG Implementation Toolkit was presented by Mr. Prabin Maharjan, Associate Research, and Policy Analysis Expert, UNPOG, UNDESA/DPIDG. He mentioned that the toolkit's objective is to strengthen public institutions to facilitate the implementation of SDGs while supporting integrated governance through planning, policymaking, and finance practices between national and local authorities. It was highlighted that the target audience includes experts from schools of public administration, institutes of public management, and academia, among others. The toolkit is a 5-day training. The draft toolkit will be ready by the end of July 2020 and will be piloted in Papua New Guinea and India.

Government Innovation for Social Inclusion of Vulnerable Group toolkit was presented by Ms. Mi Kyoung Park, Governance and Public Administration Officer, UNPOG, UNDESA/DPIDG. She underlined that the toolkit aims to improve public servants' capacity to promote innovation for the social inclusion of vulnerable groups. Learners will be able to understand the challenges of vulnerable groups and apply strategies of government innovation. The toolkit also aims to foster

inclusive mindsets of government officials and understand that vulnerable groups can be proactive agents of change through engagement. She mentioned that the syllabus is composed of 14 modules. The draft toolkit will be ready by early August. Schools of public administration and external peer reviewers will be invited for feedback until the end of August. She mentioned that the final toolkit would be ready by mid-September. She underlined that there is a plan to organize an online workshop in Malaysia-MDEC and DRR to pilot the toolkit.

Government Innovation for Disaster Risk Reduction and Resilience Toolkit was presented by Mr. Samuel Danaa, Associate Capacity Development Expert, UNPOG, UNDESA/DPIDG. He mentioned that the toolkit was developed in response to expressed needs from the Member States, particularly during the 2018 Island States Forum in Sri Lanka. The focus of the toolkit is on digital governance and risk-informed governance. He mentioned that the toolkit's unique strength is the fact that the toolkit adopts a balanced approach in presenting the dimensions of risk-informed governance and technology. The toolkit is being developed in partnership with United Nations Office for Disaster Risk Reduction (UNDRR). The toolkit objective is to provide ready-to-use training materials to support Member States' efforts to strengthen country-level capacities to promote government innovation for disaster risk reduction and resilience. The toolkit can be used for direct training or for the Training of Trainers (TOT) manual. The target users are public institutions for strengthening implementation capacities, public administration schools, and other related institutions. The toolkit consists of 3 models, 11 sub-models for a 5-day training program. He mentioned that it was tested in 2019 during the Incheon Symposium in Korea, where the Solomon Islands requested it for its national-level workshop. Available for comments end of July, final draft 14 August. Pilot tested are scheduled in next month, on 18-22 September through an online training workshop of UNPOG.

Innovation and ICT for Public Service Delivery Toolkit was presented by Mr. Jonas Rabinovitch, Inter-regional Adviser, PMCDU, UNDESA/DPIDG. He underlined that (i) civil servants themselves do not perceive their governments in a homogeneous way, which calls for the importance of integration; (ii) public sector is the world's largest service provider, however, Member States recognize public sector delivery as a major undelivered challenge as a paradox. He mentioned that the public service delivery refers to at least 13 of the SDGs, which requires some form of public service, including digital options. The main components of the toolkit, beginning with an introduction, which includes the 2030 Agenda and the national development plan to be presented by the Government to contextualize discussions, followed by self-assessment exercises at individual, small, and plenary levels. These will be related to leadership, strategy, governance, legal frameworks, technology, and workforce development. He mentioned that the focus is on the main dimensions of public service delivery – responsiveness, quality, affordability, accessibility, and people orientation. He underlined that participants will have the opportunity to discuss specific challenges as well entry points for developing an action plan for change. The toolkit should be ready by the end of September. The plan is to pilot it in the Caribbean with the cooperation of CARICAD-Caribbean and Namibia as requested by its Government.

At the end of the presentation of the seven toolkits, Mr. Markus Joannes Zock, Associate Expert, PMCDU, UNDESA/DPIDG presented the **Framework for the Review of the Toolkits**, with the aim to seek advice on how content, structure, and style could be improved to make it more effective for potential trainees. Mr. Zock added that a form with seven questions was developed with UNPOG to be able to get feedback on the Curriculum on Governance for the SDGs.

Q1: On Relevance of a toolkit to your Country's capacity needs
Q2: Overall content of toolkit, comments
Q3: Looking at specific modules, which are more relevant, suggestions for improvement
Q4: Looking more at learning methods, facilitation
Q5: Additional topics, other cases, topics that can fit into the toolkit
Q6: On logical sequencing of modules, coherence
Q7: Enhancing sustainability, having a lasting impact on training of participants

A timeline of 14 days was proposed to fill up the form and provide comments on the toolkits, however, this timeline was deemed too tight.

Mr. Garegin Manukyan, Senior Governance, and Public Administration Officer, PSIB/DPDIG/DESA gave further remarks on the toolkits that were developed under UNDESA's umbrella of the Global Initiative on Building the Capacities of Public Servants for the SDGs. He shared two other online courses developed by the Division, which he hopes to be piloted with the help of schools of public administration: 1) Adaptation and Transfer of Public Innovation Service for the Achievement of the SDGs and, 2) Transformational Leadership Capacities in Public Sector Institutions to Implement the 2030 Agenda. He mentioned that building the capacities of public servants includes two main issues: 1) to identify and develop skills and competencies that current public sector employees need to possess, and 2) to define what is the right individual mindset and how to create such mindset in support of the SDGs. In concluding, Mr. Manukyan stressed that public servants must equip themselves with new concepts, think out of the box, and possess certain qualities and courage to make a difference. He also stressed the importance of education in the public sector, and consequently, the role and importance of schools of public administration which cannot be underestimated.

Open discussion on how to contribute to the Curriculum of Governance for the SDGs

The open discussion was based on the following questions:

Q1. What is your overall impression of the content of the Curriculum and toolkits?
Q2. What toolkit are you most interested in? Which one(s) you would like to volunteer to review and provide feedback on?
Q3. How would you like to contribute to the Curriculum on Governance for the SDGs?
Q4. How would you integrate these training courses into your curricula and how can we enhance their outreach and use?
Q5. Do you have any comments on the Framework for the review of the toolkits and timeline?
Q6. Any other question?

Participants congratulated the team on a very comprehensive and well-done job with the training toolkits. They stated that they were highly impressed with the scope and interconnectedness of the toolkits. They also expressed appreciation for the integrated approach and thinking that went into conceptualizing the Curriculum framework. They mentioned that all the toolkits are very relevant and demonstrated high interest in reviewing and providing further advice. The following comments were also made:

AFRICA REGION

Ms. Innocente Murasi: Ms. Murasi underlined that all toolkits are of good quality, but she mentioned that she had some observations about the methodology. She mentioned that it is crucial to know the methodology that will be used as the training is conducted with adult people who have specific needs. Thus, their specific needs should be addressed in a specific way. She suggested promoting a kind of peer-to-peer learning methodology. Good innovative practices can be identified to provide visibility to participants who are following the training and learn from each other knowledge that can be put into practice. She stated that there is no need to "reinvent the wheel". Instead, it is important to learn from one another. Regarding the self-assessment, she posed the following question: "*How do we assess whether we are putting into practice what we are learning, and how do we track the achievements or anticipated change*?" She then referred to the need to change mindsets. She asked how change can be assessed. She highlighted that she would like to review the "Transformational Leadership" toolkit.

Prof. Samuel Adams: Prof. Adams mentioned that the highlights were well done. He added that it would be important to have a toolkit on enhancing implementation capacity itself as this was not specifically reflected in the toolkits. He also mentioned that he was expecting to see more about the political competence.

Mr. Kofi Ahose: Mr. Ahose mentioned that the toolkits are very comprehensive and fit very well with the context of his country, Togo. He also highlighted the importance of including reference to implementation capacity. He underlined that it is a very good start and all countries can benefit from the toolkits, in order to promote continuous improvement. He mentioned that in Togo, specific trainings on development planning have started. He said that with the experience of all the schools of public administration, the toolkits can improve the national curricula. All toolkits are very relevant to Togo, but he mentioned that he is particularly interested in the toolkits on Government Innovation for Social Inclusion of Vulnerable Group and Institutional Arrangements and Governance Capacities for Policy Coherence. He congratulated all those who have contributed to the toolkits.

Dr. Teferi: Dr. Teferi mentioned that he was attending the webinar with the Civil Service Commissioner Mr. Bezabih. He underlined that they have already started to work on changing mindsets of civil servants. He mentioned that while working with the civil service commission on this topic, he acquired a lot of experience. He will comment on each toolkit working together with a group in the Civil Service Institute and the Civil Service Commission led by the Commissioner.

Mr. Bezabih : Mr. Bezabih, Civil Service Commissioner of Ethiopia, mentioned that Ethiopia started a road map to improve the civil service and quality services for the people at large. He mentioned that he sees linkages across the modules and the toolkits developed by DPIDG with some of their trainings, particularly in the following areas:
-Competency framework is at the center of their human resource development pillar
-HR values and ethics
-Effective and efficient service delivery

ASIA-PACIFIC REGION

Dr. Alam Aslam. Dr. Aslam mentioned that he was highly impressed by the Curriculum of governance for the SDGs and could see all the hard work behind this Curriculum within a short time. Dr. Aslam mentioned that the Curriculum is very comprehensive, and he is interested in the toolkit on Government Innovation for Disaster Risk Reduction and Resilience and will provide feedback on this. He also expressed interest in contributing to the Curriculum on Governance for the SDGs by providing feedback, case studies, and doing advocacy work. On the question of how to integrate training courses into his curricula – he said he would incorporate them as soon as possible and play the role of advocacy. He noted that there are planned national level workshops between UN Resident Coordinators and various government agencies. He suggested that, if possible, national workshops should be organized including UN DESA, the UN Resident coordinators and schools of public administration. This group should include all concerned stakeholders at the national level, including public administration schools, ministries, UN agencies, etc., to fully benefit from the curricula and to promote overall capacity development for the SDGs. Regarding the training methodology, he thinks that a case study method would be effective under the various themes. Therefore, it would be essential to develop case studies where training materials are hands-on rather than lecture-based or just providing reading materials. Regarding the technological side, he said to keep in mind that, when developing training programmes, lower-income countries have low-level internet penetration, low levels of digital literacy, low level of capital, etc. Regarding the comments on the Framework for review, he noticed that the deadline is too tight, and it should be extended.

Ms. Karma Dorjee: Ms. Dorjee mentioned that competencies in civil servants are built under the Civil Service of Bhutan. They have a leadership Competency Framework, which captures competencies for those holding positions at the level of the division head and executive level. In addition to that, they also have skills for about 25 occupational groups made by agencies themselves through a master trainer. She congratulated the team for a very comprehensive and extensive Curriculum and a very well-done job. She mentioned that she is interested in the toolkit on innovation and ICT for public servant delivery and the one on Transparency and Accountability in Ethics for Public Institutions. She said that the competency-based framework frames the competencies they have made for the 25 occupational groups, but they do not stop at that. There is a need for crosscutting competencies that will help them supplement the competencies-based Framework. She mentioned that it is essential to highlight the assessment angles in training, as people can find the training more interactive. She suggests that UN DESA takes this on board and looks at different ways in which assessments and interactive methodologies of training could be included. She mentioned that Bhutan is looking forward to tapping into the Curriculum and the competency framework to enhance what is already being done in the Country.

Mr. Narayan Malego: Mr. Malego mentioned that the toolkits were very comprehensive. As a public training and capacity building institution, they have identified certain competencies of civil servants such as integrity, people service orientation and communication as major competencies required for Nepal's civil servants. They are designing trainings on the basis of these competencies. He mentioned that she would be interested in reviewing the toolkit on transparency, accountability, and ethical behavior changes. He also stated that it is important to contextualize the toolkits to the national context. He also highlighted that there is a need for

changing mindsets in the public sector. He mentioned that he could contribute to the toolkit on transparency and accountability and ethics.

EUROPE and WESTERN ASIA

Mrs. Ratja Sekulovic: Ms. Sekulovic thanked UN DESA for the presentation of the toolkits. She stressed that they are very important since they cover many aspects that the public sector has to deal with, such as transformational leadership, coordination, institutional arrangements, better cooperation between government levels, and social inclusion of vulnerable groups. RESPA would be more interested to contribute to the one on ICT for public service delivery because it is very aligned with their activity. She mentioned that a year ago, they produced a comparative study in Public Service Delivery for Western Balkans countries with many recommendations on how public administration can better perform to provide fast, efficient, and transparent services to the citizen, which is the ultimate goal of each public sector. Regarding innovation, she mentioned that they launched, together with their partner OECD Sigma, a Public Administration Award, inspired by the UNPS Award. This year, they will recognize some best practices in the Western Balkans region. They would be very keen to provide their modest support to these toolkits and receive from our side more details on how they can further contribute to the development of these toolkits, which are very interesting and relevant for them.

LATIN AMERICA AND CARIBBEAN REGION

Mr. Devon Rowe: Mr. Rowe congratulated UN DESA for the thinking gone into the development of these toolkits. In addition, he recognized the usefulness of an integrated approach. He mentioned that integration would be particularly useful for the whole government approach, so his overall impression of the toolkits' content was very positive. To the question of what toolkit would they be most interested in, he mentioned that all of them are important, but from the point of view of immediacy and priority, the focus would be on the mindset of public servants and transformational leadership since they are a critical component. Mr. Rowe mentioned that he believes that everything hinges on leadership and revolves around leadership and so focusing on leadership is critical. In addition, he mentioned that the mindset of the public servant is essential for any change to take place. The toolkit also relates to the work that CARIDAD is doing because they have developed a charter for Caribbean public servants built on the pillars of Government accountability, standards, capacity, and openness. He recognized that all countries are not the same. Regions are at different levels of development and capabilities. As a result, he is very much looking forward to accessing the toolkits in order to provide further advice and to customize them to the Caribbean. He mentioned that he is looking forward to receiving this information. He said that he would like to see a specific focus on how to address implementation challenges and a note on monitoring and evaluation framework.

Ms. Arlene McComie: Further to what Devon said, Ms. McComie reiterated that one of their major issues is to change mindsets, especially in Trinidad and Tobago. She mentioned that CARICAD has been doing much work on changing mindsets and leadership. Another area that she would be interested in is the movement from the national to the local level. She mentioned that they have been going through a fair amount of government transformation and reform, and at those levels, some issues need to be addressed.

Mr. Marco T. Cajas said he had no comments.

MIDDLE EAST REGION

Prof. Laila el-Baradei: Prof. El-Baradei mentioned that she appreciated all the efforts expended to develop the Curriculum and the toolkits. She also pointed out that she would like to receive the toolkits to provide feedback. She commented that there is no mention of the pandemic Covid-19, which is a life changer that needs to be included in the discussion of the different toolkits and curricula. Additionally, she mentioned that there is the assumption that public servants can accomplish a lot but in reality in many parts of the world public servants are not sufficiently empowered, so when we talk about changing mindsets and developing their ethical behavior, it is important to spell out whom we are targeting with the curricula and what rank we are referring to. She also highlighted that translating the toolkits into various languages would be important. She mentioned that she is interested in different modules, but in particular in the one focusing on ethics, integrity, and institutional arrangements in governance. She would be grateful to have access to the Curriculum as soon as possible in order to use it in her University's executive training program as well as in her academic program (Master and Under-graduate programs) since it will be a great resource.

Ms. Lamia Bissat: Ms. Rola Darwish took the floor since Ms. Lamia Moubayed Bissa had to leave. She thanked UN DESA for their work on the toolkits that seemed interesting and innovative. She also highlighted the importance of identifying the target audience for each toolkit because the content would differ very much from one audience to another. Her Institute would be interested in the toolkit on changing public servants' mindset and the one on innovation in ICT for public service delivery. She mentioned that they would like to offer to organize an online pilot programme for either one or both. They are also willing to integrate all toolkits and deliver them in the Institute's yearly calendar of activities, which is distributed throughout the public sector in Lebanon and sometimes even in the MENA region.

FOLLOW-UP ACTIONS AND NEXT STEPS

Ms. Alberti expressed sincere gratitude to all of the participants. She highlighted the next steps as follows:

1. DPIDG will prepare a report with key messages, recommendations to be shared with all participants for further comments/add anything that was not elaborated in the meeting.
2. DPIDG will share the toolkits with the public administration schools and experts who have expressed interest in them, so to be able to provide feedback.
3. DPIDG will provide information on how to become an UNPAN member with the idea of creating a community of practice where information can be easily shared, and ideas on how to improve the toolkits exchanged. Toolkits are living documents, continuously updated, and modules are customizable, so modules from one toolkit can be utilized with modules from other toolkits. The issue of contextualization is critical as well as the issue of targeting the right audience.

4. After the review and the integration of the comments from public administration schools and experts on the various toolkits, followed by the pilot testing, the Curriculum will be launched online and uploaded on the UNPAN website, so anybody can utilize the material and mainstream it according to their own curricula.

5. DPIDG will ensure that the toolkits are interactive and to this end, count on the contributions of the schools of public administration.

6. The Curriculum toolkits should be co-created with the schools of public administration.

7. DPIDG will also share the competency framework for the SDGs that was developed together with the Asia-Pacific Task Force. Bhutan, CARICAD, and Nepal have also developed a competency framework. It would be important to discuss how they can be complemented.

8. DPIDG has taken note of the fact that the deadlines are tight, so more time will be given for the review and feedback.

9. On the issue of language, there is an ongoing discussion with ESCWA on some toolkits that can be translated into Arabic and pilot-tested in the Arab region. Other regional commissions may provide similar support.

10. Due to limitations in resources, in-kind contributions from all schools of public administration are welcome.

11. DPIDG has taken note of the fact that issues related to the pandemic need to be taken into account. One of the toolkits, namely the one on Social Inclusion, will have a module on issues related to strengthening health systems and vulnerable groups.

12. The training toolkits are more properly intended as capacity development tools addressing not only changes at the individual level, but also at the organizational and institutional levels.