

# **Training Workshop on the Curriculum on Governance for the Sustainable Development Goals (SDGs)**

## **Key Insights and Summaries from the Training Workshop**

## **UNITED NATIONS DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS**

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The United Nations Project Office on Governance (UNPOG) is part of the Division for Public Institutions and Digital Government (DPIDG) of the United Nations Department of Economic and Social Affairs (UN DESA). Its principal mission is to strengthen the public governance capacities of developing Member States in Asia and the Pacific and beyond to achieve the 2030 Agenda for Sustainable Development.

The operational work of UN DESA, and thus UNPOG, aims to strengthen capacities of developing countries to translate internationally agreed policy frameworks into strategies and programmes at all levels of public governance. The focus on strengthening the capacity of public administration falls within the mandate of UN DESA's Division for Public Institutions and Digital Government.

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## Acknowledgements

The Report of the Training Workshop on “The Curriculum on Governance for the Sustainable Development Goals (SDGs)” was prepared by the United Nations Department of Economic and Social Affairs (UN DESA), through its Project Office on Governance (UNPOG) of the Division for Public Institutions and Digital Government (DPIDG). The Training Workshop was organised by UN DESA/DPIDG/UNPOG in collaboration with the National Human Resources Development Institute (NHI) of the Republic of Korea and contains insights from speakers who provided their presentation during the Workshop.

Under the leadership of Juwang Zhu, Director of DPIDG, under the guidance of Adriana Alberti, Chief of Programme Management and Capacity Development Unit (PMCDU), the team was led by Bokyun Shim, Head of UNPOG, and Keping Yao, Senior Governance and Public Administration Expert of UNPOG with the support of Mi Kyoung Park and Hye Yong (Hailey) Kim. UNPOG interns Hyungjoo (Damion) Jeong and Kuri Kim also provided support during the event.

Facilitators and speakers included Stefania Senese (Programme Management Officer of PMCDU/DPIDG/UN DESA) and Mi Kyoung Park (Governance and Public Administration Officer of UNPOG/DPIDG/UN DESA).

The team also wishes to thank the participants for their active participation throughout the Training Workshop.



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## Background

### About the Report

This Report summarises the key messages of the presentations and outcomes during the Training Workshop on “The Curriculum on Governance for the Sustainable Development Goals (SDGs)”. The Training Workshop was organised by the United Nations Department of Economic and Social Affairs (UN DESA)’s Division for Public Institutions and Digital Government (DPIDG), through its Project Office on Governance (UNPOG) in collaboration with the National Human Resources Development Institute (NHI) of the Republic of Korea. It was held in hybrid format on 27 January 2022 and joined by participants from government-affiliated human resources development agencies in the Republic of Korea, particularly those who are in charge of international education cooperation with regard to capacity trainings for foreign government officials.

### Curriculum on Governance for the Sustainable Development Goals (SDGs)<sup>1</sup>

#### Why a Curriculum on Governance for the SDGs?

The 2030 Agenda for Sustainable Development recognises the need to build peaceful, just, and inclusive societies that provide equal access to justice based on respect for human rights (including the right to development), on effective rule of law and good governance at all levels and on transparent, effective, and accountable institutions. Goal 16 of the 2030 Agenda specifically calls for effective, accountable, and inclusive institutions at all levels.

Indeed, public institutions play a critical role in the achievement of all the Sustainable Development Goals (SDGs) and Targets. However, public sector reforms needed to implement the SDGs continue to be a major and vexing challenge in many countries. The 11 Principles of Effective Governance for Sustainable Development, developed by the UN Committee of Experts on Public Administration and endorsed in 2018 by the Economic and Social Council, provide practical, expert guidance to interested countries in a broad range of governance challenges associated with the

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<sup>1</sup> <https://unpan.un.org/node/603>

implementation of the 2030 Agenda. The Curriculum Toolkits are constructed on three pillars of the 11 Principles of Effective Governance<sup>2</sup> which are: *Effectiveness* – i) competence, ii) sound policymaking, and iii) collaboration; *Accountability* – iv) integrity, v) transparency, and vi) independent oversight; and *Inclusiveness* – vii) leaving no one behind, viii) non-discrimination, ix) participation, x) subsidiarity, and xi) intergenerational equity.

The Curriculum on Governance for the Sustainable Development Goals aims to provide a holistic and integrated framework for capacity development in the area of governance and public institutions. It aims to promote critical understanding of sustainable development issues, enhance governance capacity, and strengthen public servants' awareness of their active role in contributing to the achievement of the SDGs.

## What is the Curriculum on Governance for the SDGs?

The Curriculum on Governance is a comprehensive set of Training for Trainers Capacity Development Toolkits, which contain ready-to-use and customisable training material on key governance dimensions needed to advance the implementation of the SDGs. The Curriculum provides methodologies and approaches to advance knowledge and assist governments in developing capacities at the individual, organisational, and institutional/societal levels, to drive the transformational change needed to implement the 2030 Agenda.

The Training of Trainers Capacity Development Toolkits are structured around modules that include readings, self-assessment situation analysis, application of theories learned to address concrete issues and challenges, priority setting exercises, cooperative and experimental learning through case studies, action planning, and other activities that can assist countries in advancing governance transformation for sustainable development.

## How can the Curriculum's Capacity Development Toolkits be Used?

The Training of Trainers Capacity Development Toolkits are intended to be used in interactive, results-oriented, and engaging training courses. They can be used for a 5-

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<sup>2</sup>

[https://publicadministration.un.org/Portals/1/Images/CEPA/Principles\\_of\\_effective\\_governance\\_english.pdf](https://publicadministration.un.org/Portals/1/Images/CEPA/Principles_of_effective_governance_english.pdf)

day face-to-face training workshop or selected modules can be used for shorter training workshops. Modules from various toolkits can be integrated based on country needs. The Training of Trainers Capacity Development Toolkits will be continuously updated and expanded based on feedback received from schools of public administration and governments. The Toolkits are considered as “living documents.”

## Overview of the Training Workshop

### Rationale

This Training Workshop is organised upon the request of the National Human Resources Development Institute (NHI), the national institute for training government officials of the Republic of Korea. The objective of the Workshop is to enhance understanding of participants on the Curriculum and the thematic areas of the selected Toolkits and explore possible ways to apply the Curriculum in their future training courses.

### Audience and Beneficiaries

The target audience of the Training Workshop are selected training officers of the NHI as well as other government-affiliated human resources development agencies in the Republic of Korea, particularly those who are in charge of international cooperation with regard to capacity development trainings for foreign government officials.

A total of 18 participants (8 male and 10 female) attended the Training Workshop. All participants were officers from the National Human Resources Institute (NHI) in charge of international education and cooperation.

### Objectives

The Training Workshop aimed to promote the Curriculum on Governance for the Sustainable Development Goals (SDGs) by providing participants the opportunity to share knowledge and exchange innovative practices. The Workshop offered a platform to:

- a) Raise awareness of the Curriculum on Governance for the SDGs.

- b) Enhance understanding on the thematic areas of the selected Toolkits from the Curriculum.
- c) Share experiences from pilot implementation of the Curriculum.
- d) Discuss and explore how to apply and mainstream the Curriculum in future training curricula.
- e) Foster collaboration between DPIDG/UNPOG and the participating agencies for better capacity development support to developing countries.

## Format

The Training Workshop was comprised of an opening session, two thematic presentations on i) Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development and ii) Government Innovation for Social Inclusion of People in Vulnerable Situations and the closing session.

The Workshop ran for three hours and was conducted in English, with English-Korean consecutive interpretation. It was conducted in a hybrid format – both at the Global Leadership Campus of the National Human Resources Development Institute (NHI) located in Gwacheon, Republic of Korea and via Zoom.

## Expected Results

The Training Workshop expected the participants to have:

- Enhanced awareness of the Curriculum among the government-affiliated human resources development agencies in the Republic of Korea with regard to the methodologies and approaches to strengthening capacities of public institutions to promote effective governance for achieving the 2030 Agenda for Sustainable Development.
- Increased understanding of the thematic areas related to the two selected Toolkits, i.e., Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development and Government Innovation for Social Inclusion of People in Vulnerable Situations.
- Identified possible approaches and methodologies for using the Curriculum in future training programmes of the participating agencies.
- Identified areas and ways for possible collaboration with DPIDG/UNPOG in promoting capacity development for strengthening effective governance and public institutions in the Asia-Pacific region and beyond.

## Participants Feedback

The Training Workshop received very positive feedback from the participants and succeeded in raising awareness on the relevance of using the Curriculum on Governance for the Sustainable Development Goals.

In the assessment of the Training Workshop, participants gave “Excellent” rating in general. The relevance of the theme and clarity of the objectives, quality of presentations, and the quality of the Q&A and open discussion received “Excellent” and “Good” feedback, and more than 85% reported not encountering any technical difficulties during the event.

Most participants (57.1%) have indicated that they are “Very Likely” to apply the lessons learned in the Training Workshop and responded positively when asked if they would like to attend future UN DESA events. See Annex II for the summary of the evaluation results.

## Session Summaries and Insights

### Opening



### Curriculum on Governance for the SDGs

- The Curriculum on Governance for the SDGs is a comprehensive set of Training for Trainers Capacity Development Toolkits which contains ready-to-use and customisable training materials on key governance dimensions needed to advance on the implementation of the SDGs.
- The Toolkits are intended for schools of public administration and institutes of public management, given their strategic role in training public servants, and improving the quality and effectiveness of public policy and service delivery.

### Importance of the Curriculum on Governance for the SDGs

- The prolonged COVID-19 pandemic has worsened economic disparity and social marginalisation. Accordingly, citizens are now expecting the government to address societal challenges with concrete initiatives and actions. Against this backdrop, it is critical for the government to pay keen and continued attention to the SDGs to ensure economic recovery and respond to the specific demands of the people. Governments need to focus on their efforts not only on setting goals, but also on developing public servants' competencies and actively encouraging them to change mindsets for implementing the SDGs.
- The Curriculum on Governance for the SDGs serves as a unique tool for those who work in the fields of international cooperation and global education, with a specific focus on the SDGs. The Curriculum can be also applied to various fields in helping tackle social inequality and achieving inclusive recovery through government innovation.

## Session I: Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development



**Why is Changing Mindsets needed to implement SDGs?**

The critical role of effective governance for sustainable development and the need for new mindsets

Goal 16 of the 2030 Agenda for Sustainable Development

**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**

Effective, accountable and inclusive institutions

11 Principles of Effective Governance for Sustainable Development

Principles of Effective Governance for Sustainable Development

SDG 달성에 도움이 되는 방향으로 바뀌어야 합니다.

### Importance of Changing Mindsets in Implementing the SDGs

- Governments worldwide are currently facing emerging and mounting pressures from unprecedented economic, social, and environmental challenges. The Sustainable Development Goals (SDGs) are more relevant than ever with the COVID-19 pandemic having hit our welfare and health systems, as the Goals are in place to address the most complex problems the world is currently facing.
- The complex environment that public institutions face requires ongoing assessment and the ability to integrate multiple mindsets and skills and competencies at the same time. Public servants need to (1) manage ambiguity to make decisions in the face of uncertainty while being able to legitimize these decisions, (2) set out a bold course of actions while adapting to and improvising for unforeseen situations, (3) explore new possible futures while focusing on outcomes and committing to real-world effects, (4) keep the big picture in mind while also considering citizens' needs at the individual level, and (5) be reflective and critical while having a strong bias towards actions.
- Promoting effective institutions involves more than formal changes to rules and structures. It requires new mindsets, capacities, and competencies to ensure that the 2030 Agenda's principles and values could guide public servants' behaviours and actions in delivering services and spearheading programmes to improve citizens' quality of life.
- The Curriculum on Governance for the SDGs has prioritised selected key mindsets as the basis for further learning and development. The three mindsets that should be embraced by learners are: collaborative, learning/growth, and leadership. These mindsets will support the experimental problem solving, which is a continual process of strategically exploring problems and testing possible solutions to learn what works and what does not.



## Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development

- This training toolkit provides a comprehensive overview of strengthening public institutions to facilitate a more coherent implementation of the SDGs. It aims to deliver a set of methodologies and tools that can contribute to a change in the values, beliefs, and mindsets of public servants in implementing the SDGs in the context of the 2030 Agenda.
- The toolkit approaches changing mindsets in the public sector at different levels: (1) the institutional level - new human resources laws, policies, and regulations; (2) the organisational level - new organisational culture inspired by the principles of the 2030 Agenda; and (3) the individual level - new beliefs, values, competencies, and skills.
- The toolkit, clustered under five themes, includes a combination of in-class presentations, individual reflection, breakout discussions, and plenary sessions. Each theme is broken down into sub-themes that cover the areas to the demands of member states.

Time	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Modules</b>	Setting the scene: Why is changing mindsets critical to the implementation of the SDGs?	Exploring Mindsets: Collaborative Mindset	Exploring Mindsets: Learning Mindset	Exploring Mindsets: Leadership Mindset	Changing mindsets: Strategy and Tactics
<b>Morning Session</b>	Module 0.1: Course Introduction Introduction of Speakers and Participating Programme Overview: Externaliser Activity (9:30-9:55) Activity: What's My Mindset? (9:55-10:05) Module 1.1: Setting the Scene Presentation (10:00-10:40) Activity: Mapping the SDGs (10:55-11:00)	Module 2.1: Exploring Mindsets: Collaborative Mindset Check-in (10:00-10:15) Introduction: Concept of Growth and Fixed Mindsets (10:15-10:30) Activity: Character Challenge (10:30-10:45) Guest Presentation & Reflection (10:50-10:55)	Module 3.1: Exploring Mindsets: Learning Mindset Check-in (10:00-10:15) Introduction: Concept of Growth and Fixed Mindsets (10:15-10:30) Activity: Character Challenge (10:30-10:45) Guest Presentation & Reflection (10:50-10:55)	Module 4.1: Exploring Mindsets: Leadership Mindset Check-in (10:00-10:15) Activity: Jack Abbot (10:15-10:30) Presentation: Leadership Mindset in Practice (10:30-10:45) Activity: Creating a Pitch (11:00-11:05)	Module 5.1: Strategy and Tactics Check-in (10:00-10:15) Project Brief (10:15-10:40) Learning Goal: Power Rating (11:00-11:05)
<b>Afternoon Session</b>	Module 2.2: Changing Role of Public Administration Presentation (11:00-11:30) Group Discussion (11:30-11:40) Introduction of Competency Framework for 2030 (11:45-11:55) Break (12:00-12:15)	Module 3.2: Exploring Mindsets: Collaborative Mindset (Continued) Introduction/Engagement (11:30-11:40) Group Discussion (11:40-11:55) Activity: Learning and Failure (11:55-12:10) Reflection: Diverse/Inclusive and Collaborative (12:10-12:15)	<b>Lunch Break</b> Module 3.3: Exploring Mindsets: Learning Mindset (Continued) Creating a testable hypothesis (12:15-12:30) Prototyping and Feedback (12:30-12:45) Activity: Learning and Failure (12:45-12:55) Reflection and Discussion: How do you feel about your hypothesis?	Module 4.2: Exploring Mindsets: Leadership Mindset (Continued) Presenting the Pitch (12:50-13:05) Module 4.3: Changing Mindsets Hooking our Policy Circle Presentation (13:05-13:10)	Module 5.2: Strategy and Tactics (Continued) Simulation Activity: Creating an Office of Experimentation (13:10-14:30)
<b>Activity</b>	1일차 오전에는 마인드 변화가 SDG 달성에 왜 중요하지 큰 그림을 그립니다.				교육 과정은 일관된 SDG 시행 촉진을 위한 공공기관 강화를 개관합니다.

## Learning Path of the Toolkit

- A 5-day workshop could be organized with reference to the At-a-Glance Agenda, as included in the Toolkit, with streamlined flows among different modules.
- The training should firstly position participants in the "learning zone," which is an optimal learning space in which curiosity, exploration, and discovery thrive.

The zone encourages participants to (1) focus on problem solving, iterating, and rehearsing, (2) embed learning in practice, (3) prioritise learning by doing, (4) promote ownership of learning, (5) create useful learning cycles, and to (6) learn with peers and from experts.

- Participants of the workshop are expected to i) watch presentations related to mindsets and SDGs from guest speakers and facilitators, ii) have the opportunity to explore his/her own personal mindsets, iii) have the chance to share learning, knowledge, and experiences in teams with other participants, and iv) continuously develop his/her action plan based on the participants' insights from the workshop.

### Question and Answer Session

***Question: Various global education institutions look specifically into the country's unique governance cultures and structures and tailor their courses to better personalise learning experiences. How does UNPOG tailor its program to specific regions or country groups?***

- ***Mr. Bokyun Shim*** (Head, UNPOG/DPDIG/UN DESA) pointed out that contextualisation can be done at two levels: first, UNPOG tailors and customises the materials based on the needs and requests from target countries; second, each country can adjust the structure and contents of the toolkit as needed. Mr. Shim emphasised that the key to contextualisation is interactive learning. As such, UNPOG's interactive learning is focused on case studies and problem solving, and the organisation actively collaborates with local institutions to enact this.
- ***Mr. Keping Yao*** (Senior Governance and Public Administration Expert, UNPOG/DPDIG/UN DESA) replied that UNPOG's fundamental approach is problem solving through contextualisation. As such, the Toolkits are also intended to be contextualised and it is recommended to users or trainers to apply local cases to make the toolkits more relevant to the target countries. In addition to incorporating local case studies, different areas of governance and mindsets are emphasised depending on the policy needs. Furthermore, UNPOG invites local government institutions and regional commissions to translate the toolkit into local languages.
- ***Ms. Ana Thorlund*** (Governance and Public Administration Expert, UNPOG/DPDIG/UN DESA) indicated that although tailoring can be a burdensome work, it is essential to ensure the success of the training session. In addition, Ms. Thorlund stated that a key factor to tailoring is consultation, i.e., consulting local government officials and involving the UN as a stakeholder in the process.



*Question: It seems that the toolkit implies the universal application of the curriculum, regardless of the hierarchies within an organisation. However, when it comes to transformational leadership, the role of the leaders in facilitating change in mindsets is critical. Does this toolkit include any element related to leadership or the role of leaders?*

- **Mr. Keping Yao** responded that leaders play an instrumental role in changing mindsets at the organisational and institutional levels, as leaders could create a supportive learning environment and encourage learning/growth mindsets. Moreover, they should have a vision to lead the organisation and keep in mind that changing mindsets is only the first step, not the end. The Curriculum includes a separate module on transformational leadership and UNPOG is continuously emphasising the role of leadership.

*Question: How can we measure the change in the participants' mindsets?*

- **Ms. Ana Thorlund** indicated that it takes time to observe the result in behavioural changes from capacity development activities. In terms of the Toolkit on Changing Mindsets for the SDGs, changes can be visible in public service delivery, as it is geared towards understanding the actions and competencies required from civil servants. As such, if the institution could manage to change mindsets by the leadership, it will witness better competency and service delivery by its civil servants.
- **Mr. Prabin Maharjan** (*Programme Management Expert, UNPOG/DPIDG/UN DESA*) recommended that creating a link between personal performance and appraisal indicators based on the organisation's goals can be useful, where the manager can set performance objectives and monitor performances at the macro level. He added that Chapter 8 of the module includes all relevant content on changes of mindsets at individual level and changes of organisational cultural and on measuring behavioural changes.
- **Mr. Keping Yao** added that while it might be difficult to measure the changes in mindsets, it would count as a huge success if government officials could take with them one or two good ideas at the end of the workshop. He also mentioned that changing mindsets is a journey in which we are all taking to help promote a better life for all.

*Question: The case studies would not only include successful examples but also of failed ones. In order to accommodate various aspects, it would take a long time to create training materials, as the materials have to be customised for each target country. What kind of process and standards does UNPOG apply in selecting its case studies?*



- **Mr. Keping Yao** commented that DPIDG recently jointly organised a workshop in Pakistan in collaboration with the National School of Public Policy of Pakistan and the UN Resident Coordinator's Office in Pakistan. Because changing mindsets is an abstract idea, diverse case studies with many local cases were incorporated to enhance participants' understanding. Mr. Yao emphasized that participants were encouraged to identify the downfalls themselves and to hold group discussions to provide solutions to these problems.
- **Mr. Bokyun Shim** indicated that it is imperative for us to develop and identify various case studies and make them as relevant as possible. For example, in Lao PDR, UNPOG focused on the competencies and mindsets required to ensure the successful operation of the One-Door Service Centres (ODSCs). To do so, UNPOG initially conducted a needs assessment survey related to the specific project to understand the needs of the target country. UNPOG then moved onto the local case developments with various up-to-date cases.

## Session II: Government Innovation for Social Inclusion of People in Vulnerable Situations

**I. Overview of the Toolkit**

**Importance of Social Inclusion of Vulnerable Groups & Reducing Inequalities for Achieving the 2030 Agenda for Sustainable Development**

**I. Overview of the Toolkit**

**11 Principles of Effective Governance for Sustainable Development**

Principle	Enabling Conditions	Prerequisites	Outcomes	Enabling Conditions
1. Promotion of equitable local and national policy	• Free and fair elections	• Regulatory process of public service delivery	• Fiscal discipline	• Sustainable development impact assessment
2. Promotion of social equity	• Prohibition of discrimination in public service delivery	• Multi-stakeholder process	• Strengthening urban governance	• Long-term public debt management
3. Data disaggregation	• Multi-stakeholder process	• Participatory budgeting	• Strengthening process of municipal finance and local finance systems	• Long-term financial planning and social development
4. Stakeholder buy-in and voice	• Accountability standard	• Community-driven registration	• Enhancement of local capacity for public-private adaptation and mitigation of external shocks	• Ecosystem management
5. Gender-responsive budgeting	• Universal health registration	• Gender-responsive budgeting	• Multi-tier governance	

### Importance of Promoting Social Inclusion of People in Vulnerable Situations and Reducing Inequalities for Achieving the 2030 Agenda for Sustainable Development

- Promoting social inclusion of people in vulnerable situations and reducing inequalities are critical to achieving the 2030 Agenda for Sustainable Development, particularly as ensuring 'Leaving No One Behind' is the overarching principle of the 2030 Agenda. Moreover, inclusiveness, along with effectiveness and accountability, constitutes the three pillars of the 11 Principles of Effective Governance for Sustainable Development.
- People in vulnerable situations, including older persons, youth, children, women, and persons with disabilities, have been disproportionately impacted by the COVID-19 pandemic. At the same time, these people in vulnerable situations have special needs that are multi-faceted and are continuously evolving. Therefore, governments need to innovate the way they deliver services to people in vulnerable populations and engage them in the policy making process.

**I. Overview of the Toolkit**

**Curriculum on Governance for the Sustainable Development Goals Training Toolkit on "Government Innovation for Social Inclusion of Vulnerable Groups"**

**I. Overview of the Toolkit**

**Thematic Clusters & Modules**

- Module 1: Course Introduction & Overview
- Module 2: Vulnerability and Leaving No One Behind for Achieving the 2030 Agenda
- Module 3: Vulnerability in the Contexts of Economic, Social and Environmental Challenges and Opportunities
- Module 4: Policy and Legislative Frameworks & Government Needs
- Module 5: Identifying Vulnerability and Vulnerable Groups
- Module 6: Governance Innovation – Towards Inclusive and Participatory Governance
- Module 7: Innovating Public Service Delivery and Access for Vulnerable Groups
- Module 8: Digital Government and Frontier Technologies for Promoting Social Inclusion of Vulnerable Groups
- Module 9: Ensuring Inclusion of Vulnerable Groups during Public Health Emergencies
- Module 10: How to Create an Enabling Ecosystem for Empowering Vulnerable Groups
- Module 11.1: Developing Capacity for Government Innovation for Social Inclusion
- Module 11.2: Methods to Plan Stakeholder Engagement and Design Government Innovation Projects
- Module 12: Develop Your Innovation Project and Action Plan
- Module 13: Financing and Partnerships for Social Inclusion
- Module 14: Measuring Progress: Monitoring & Evaluation of Implementation Efforts
- Module 15: Lessons Learned and Next Steps



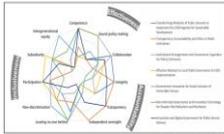
## Training Toolkit on “Government Innovation for Social Inclusion of People in Vulnerable Situations”

- The Training Toolkit aims to build capacities to promote government innovation for social inclusion of people in vulnerable situations by introducing approaches, strategies, and experiences. It also highlights the importance of empowering those in vulnerable situations and engaging them in policy design, implementation, and monitoring processes, as agents of change. While the SDGs 10 and 16 are the most relevant SDG Goals, social inclusion as a cross-cutting theme is a prominent issue with implications for many other Goals and Targets.
- The target audiences of this Toolkit are: (1) government officials from both national and local government agencies working on government innovation, social inclusion/protection, or other relevant fields; (2) schools of public administration and institutes of public management; and (3) UN country teams and others. Other relevant stakeholders of government innovation, including civil society organisations, the private sector, and academia, can also be involved in the training.
- The learning objectives and expected outcomes are: i) to enhance understanding of learners’ needs and why promoting government innovation is key to effectively addressing dynamic, evolving, and context-dependent vulnerabilities and demands of vulnerable groups; ii) to enable learners to assess and analyse the progress, status, and challenges of a country/organisation in fostering government innovation for social inclusion of vulnerable groups through self-assessment, knowledge sharing, and discussions; iii) to assist learners with identifying and applying various innovative approaches, strategies, and practices for promoting government innovation for social inclusion based on the specific context and needs of each country/organisation; and iv) to enhance understanding and gain tools to ensure that vulnerable groups can be agents of change through engagement, empowerment, and promoting an inclusive mindset for promoting social inclusion.
- The Toolkit is comprised of a total of 15 Modules under five thematic clusters which are: (1) Defining vulnerability and examining policy and legislative frameworks and innovation needs; (2) Addressing root causes of vulnerability; (3) Innovating public services and building enabling ecosystems for social inclusion; (4) Developing the capacity of the public sector; and (5) Implementing government innovation and tracking and monitoring the impact.
- As for learning methodologies, the Toolkit includes an advance questionnaire for self-assessment. Each thematic Module is composed of a thematic presentation, group activities, and a reading list. Also, the Toolkit also includes

an change project action planning exercise to design actions which learners will implement in their country/organization after the training. Finally, the Toolkit also includes a checklist with the summary of the major building blocks and approaches/strategies.

5. Approaches for Future Implementation

- The Toolkit can be tailored and customized based on the specific needs of the target learners.**
  - The needs of the target learners can be identified through pre-consultations, for example, with the pre-questionnaire.
  - Some Modules could be selected from the Toolkit to design a training programme tailored to the preferred thematic focuses. Country- or region-specific cases can be further included.
  - Each Module can be further developed for a standalone training on the specific theme/topic.
- The Toolkit can be interlinked with other Toolkits of the Curriculum.**
  - Particularly considering the cross-cutting nature of the theme of social inclusion of vulnerable groups & leaving no one behind.
  - Addressing the theme as a part/Session of the training of another Toolkit.
- Diverse stakeholders can participate in the Training.**
  - Different stakeholders engaged in promoting government innovation for social inclusion of vulnerable groups, such as national and local government, civil society organizations, private sector, selected representatives from the vulnerable groups, etc., can participate in the training together to facilitate exchange of diverse views, concerns and experiences and learning outcome with a holistic approach.
- Special Sessions can be included for facilitating stakeholder dialogue and partnership.**
  - Special Session for dialogue with different stakeholders in promoting government innovation for social inclusion of vulnerable groups
  - Special Session for promoting North-South and South-South partnership
  - Field visits can be included where feasible.
- Online Training Course for self-paced learning**
- Online Discussion Board & SNS groups to facilitate continued discussion and partnership building among participants.**
- Follow-up on the Change Project Action Plan & impact assessment of the Training**



## Approaches for Future Implementation

- The Toolkit can be tailored and customised based on the specific needs of the target learners. The needs of the target learners can be identified through pre-consultations (i.e., pre-questionnaire). Some Modules could be selected from the Toolkit to design a training programme tailored to the preferred thematic focuses where country- or region-specific cases can be further included.
- The Toolkit can be highly interlinked with other Toolkits of the Curriculum, particularly considering the cross-cutting nature of the theme of social inclusion of people in vulnerable situations and leaving no one behind.
- Diverse stakeholders engaged in promoting government innovation for social inclusion of people in vulnerable situations, such as national and local governments, civil society organisations, private sector, and selected representatives from vulnerable groups, can participate in the training. This can facilitate exchange of diverse views, challenges, experiences, and learning outcomes in a holistic approach.
- Special sessions for dialogue and partnership with different stakeholders can be included in the Training, e.g., the special session to promote North-South and South-South partnership, and field visits.
- It is important to facilitate continued discussion and partnership building among participants through, for example, online discussion boards and SNS groups.
- To ensure sustainable impact of training at the national and local levels, effective and systematic impact assessments, through post-training evaluation and follow-up on the Change Project Action Plan implementation is essential.

## Question and Answer Session

***Question: A common phenomenon that springs up whenever you deal with inclusion and vulnerable groups is the social hierarchy within the vulnerable groups that stems from political, cultural, and historical reasons. While this phenomenon works against the theme of 'Leave No Man/Woman Behind,' is this phenomenon unique to the North American experience or has UNPOG also come across it?***

- ***Ms. Mi Kyoung Park*** (Governance and Public Administration Officer, UNPOG/DPIDG/UN DESA) explained that the general concept of vulnerability as well as the diverse context of vulnerabilities are discussed in the Module 2. Particularly, there is a specific part on defining vulnerability which emphasises that vulnerability is not a single concept, but rather is a concept that is systemic, complex, multi-dimensional, and dynamic. The Toolkit also highlights that the vulnerabilities vary from situation to situation and is heterogenous depending on the socio-economic, cultural, and historical backgrounds and contexts. There is also an exercise in the Toolkit where learners can discuss and exchange ideas on different understandings and contexts of vulnerability and vulnerable groups.
- ***Mr. Keping Yao*** elaborated on three points. (1) Disaggregated data is important to identify vulnerability. As such, we should ensure that data disaggregation reflects the actual situation of the vulnerable groups. (2) Open government data should indicate transparency on the amount of government expenditure targeting vulnerable groups. (3) Engaging vulnerable groups in the policy process by increasing their participation is essential so that they all have equal participation and representation in government initiatives. Moreover, increasing the participation of civil society organisations that lobby for the interests of vulnerable groups should be ensured in the process.

***Question: In addressing the digital divide of vulnerable groups, there are some areas that you have to go deeper into (i.e., the fundamental capabilities and infrastructure of the government). If you are to have an e-Government, it means that you need to have the digital capabilities as well as the software and hardware infrastructure. Does the toolkit also address and consider the gaps in digital divide and in fundamental infrastructural capabilities?***

- ***Ms. Mi Kyoung Park*** mentioned that all various issues or fundamental problems of a theme, such as the challenges on data and infrastructure on the theme of digital government, , may not be covered in-depth in this single Toolkit. To enable learners to gain knowledge on other related themes and issues, the Toolkit can be implemented in inter-connections with other



Toolkits of the Curriculum. For example, learners can explore more on the issues on digital government and digital transformation through the Toolkit “Innovation and Digital Government for Public Service Delivery”, which is also part of the Curriculum. Such high inter-linkages among the Toolkits, which can create synergized learning impact, is one of the important characteristics of the Curriculum.

***Question: Does the toolkit allot enough time for trainers to identify the root cause of problems?***

- ***Ms. Mi Kyoung Park*** highlighted that there are multiple root causes of vulnerabilities and may vary in different contexts and situations. In this context, she mentioned that addressing all root causes through one Module may not be feasible. As the Toolkit is designed for a 5-day training, which can be tailored and customized based on the specific learning demands of countries and organizations, Ms. Park commented that if learners wish to learn more in-depth on root causes, trainers can allocate more time on this Module addressing the root causes the training can be tailored accordingly. The reference materials, group activities, and reading list included in the Toolkit can supplement further tailoring of the training and more in-depth learning of the participants.

***Question: Is there any follow-up project to ensure sustainability of the workshop's outcome?***

- ***Ms. Mi Kyoung Park*** responded that UNPOG has been making efforts to ensure sustainable impact of trainings by conducting post-programme impact evaluations and following up on the implementation status of the action plans. Through this, DPIDG/UNPOG can also understand the changing demands of Member States. The result of the impact assessment and analysis of new demands is reflected when designing and conducting future capacity development activities. DPIDG/UNPOG also emphasizes the interconnection of trainings with other related capacity development activities, where the relevant target countries can participate for continued learning with sustainable impact.

## Closing



## Utilization of the Curriculum on Governance for SDGs

- Governments should strive in innovation on a continued basis for inclusive and resilient recovery in the post-COVID-19 era to realize the 2030 Agenda. Program officers in charge of global education and international cooperation should contribute to building an inclusive society, promoting inclusive growth, and leaving no one behind based on the Training Workshop's shared knowledge and experience.
- The Curriculum can be a reference to be applied and adjusted according to specific educational and training goals. Moreover, it is essential to identify training demands according to each country's needs, requests, and conditions.

## Annex I: Concept Note and Agenda

# Training Workshop on the Curriculum on Governance for the Sustainable Development Goals (SDGs)

Organized by the  
United Nations Department of Economic and Social Affairs (UN DESA)  
Division for Public Institutions and Digital Government (DPIDG)  
United Nations Project Office on Governance (UNPOG)

In collaboration with  
National Human Resources Development Institute (NHI), Republic of Korea

**27 January 2022**

**10:00 AM - 13:00 PM Seoul (GMT+9)**  
**20:00 PM - 23:00 PM New York (GMT-5) (-1)**

**Venue:**  
**Global Leadership Campus, National Human Resources Development Institute**  
**Gwacheon, Republic of Korea**  
**&**  
**Via Zoom**

### Event Description

The United Nations Project Office on Governance (UNPOG), an integral part of the Division for Public Institutions and Digital Government (DPIDG) of the United Nations Department of Economic and Social Affairs (UN DESA), in collaboration with the [National Human Resources Development Institute \(NHI\)](#) of the Republic of Korea, is organizing a training workshop to introduce the [Curriculum on Governance for the Sustainable Development Goals \(SDGs\)](#) (the “Curriculum”), developed by UN DESA/DPIDG, to the targeted participants from government-affiliated human resources development agencies in the Republic of Korea.

This Training Workshop is organized upon the request of the National Human Resources Development Institute (NHI), the national institute for training government officials of the Republic of Korea. The objective of the Workshop is to enhance understanding of participants on

the Curriculum and the thematic areas of the selected Toolkits and explore possible ways to utilize the Curriculum in their future training courses.

## Objectives

The Training Workshop aims to:

- Raise awareness of the Curriculum on Governance for the SDGs;
- Enhance understanding on the thematic areas of the selected Toolkits from the Curriculum;
- Share experiences from pilot implementation of the Curriculum;
- Discuss and explore how to utilize and mainstream the Curriculum in future training curricula; and
- Foster collaboration between DPIDG/UNPOG and the participating agencies for better capacity development support to developing countries.

## Thematic Focus

The 2030 Agenda for Sustainable Development recognizes the need to build peaceful, just and inclusive societies that provide equal access to justice and that are based on respect for human rights, effective rule of law and good governance at all levels and transparent, effective and accountable institutions, in line with Goal 16. Indeed, institutions play a critical role in the achievement of all the SDGs and targets. However, the COVID-19 pandemic has strongly disrupted the implementation of the SDGs and the regular functioning of (public) institutions and affected key government functions and processes, undermining the effectiveness of government action.

The pandemic has exacerbated institutional vulnerabilities and public sector reforms continue to be a major and vexing challenge in many countries. To recover after the pandemic, react quickly to multiple challenges and implement the SDGs, a transformative public service that promotes experimental problem solving and inclusiveness, develops policies that are coherent and evidence-based, and engages own staff, the private sector, academia, and citizens - is critical. The [11 Principles of Effective Governance for Sustainable Development](#), developed by the UN Committee of Experts on Public Administration (CEPA) and endorsed in 2018 by the Economic and Social Council, provide practical, expert guidance to interested countries in a broad range of governance challenges associated with implementation of the 2030 Agenda.

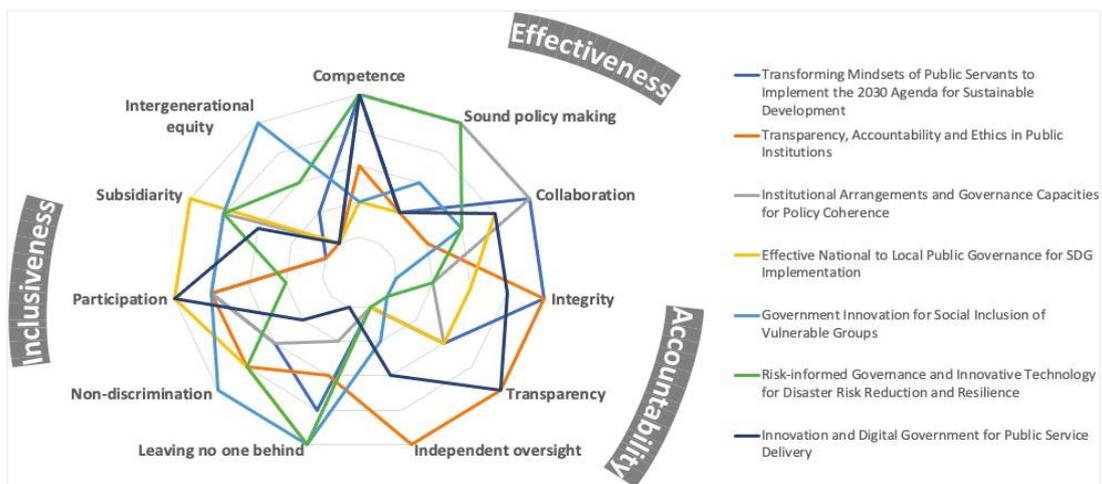
The Curriculum, which is a holistic and integrated framework, translates the 11 Principles of Effective Governance into practice through capacity development training material on governance and public institutions. It aims to promote critical understanding of sustainable development issues, enhance governance capacity, and strengthen public servants' awareness of their active role in contributing to the achievement of the SDGs. The Curriculum is a comprehensive set of Training of Trainers Capacity Development Toolkits, which contain ready-to-use and customizable training material on key governance dimensions needed to advance the implementation of the SDGs.

The Curriculum provides methodologies and approaches to advance knowledge and assist governments in developing capacities at the individual, organizational, and institutional/societal



levels to drive the transformational change to implement the 2030 Agenda. The Training of Trainers Capacity Development Toolkits are structured around modules that include readings, self-assessment situation analysis, application of theories to concrete issues and challenges, priority setting exercises, through case studies, action planning, and other activities that can assist countries in advancing governance transformation for sustainable development. The Curriculum’s Toolkits are made available at no cost on the UNPAN website at unpan.un.org. They are mainly intended for schools of public administration and institutes of public management given their strategic role in training public servants and improving the quality and effectiveness of public policy and service delivery design, implementation, and evaluation through in-service training and education of all those engaged in public service.

**<Curriculum on Governance for the SDGs and its key focus areas>**



Based on the specific interests and needs of the NHI, this Training Workshop will specifically focus on the two selected Toolkits from the Curriculum:

- Toolkit on [Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development](#)
- Toolkit on [Government Innovation for Social Inclusion of People in Vulnerable Situations](#)

**Format**

The Training Workshop will run for three hours. It will be conducted in English. English-Korean consecutive interpretation will be provided. The Training Workshop will be composed of two Sessions on the Toolkits and an Open Discussion Session with participants.

The Workshop will be conducted in a hybrid format – both at the Global Leadership Campus of the National Human Resources Development Institute (NHI) located in Gwacheon, Republic of Korea and via Zoom.

### Target Audience

The target audience of the Training Workshop are selected training officers of the NHI as well as other government-affiliated human resources development agencies in the Republic of Korea, particularly those who are in charge of international cooperation with regard to capacity development trainings for foreign government officials.

### Expected Results

The Training Workshop will result in:

- Enhanced awareness of the Curriculum among the government-affiliated human resources development agencies in the Republic of Korea with regard to the methodologies and approaches to strengthen capacities of public institutions to promote effective governance for achieving the 2030 Agenda for Sustainable Development;
- Increased understanding of the thematic areas and issues related to the two selected Toolkits, i.e. changing mindsets in public institutions to implement the 2030 Agenda for Sustainable Development and government innovation for social inclusion of vulnerable groups;
- Identified possible approaches and methodologies for utilizing the Curriculum in future training programmes of the participating agencies; and
- Identified areas and ways for possible collaboration with DPIDG/UNPOG in promoting capacity development for strengthening effective governance and public institutions in the Asia-Pacific region and beyond.

### Draft Agenda

Time (Korea Time, GMT+9)	Agenda
10:00-10:10 AM (10 mins)	<b>Opening</b>
	<ul style="list-style-type: none"> <li>• <b>Overall Facilitator: Ms. Mi Kyoung Park</b>, Governance and Public Administration, UNPOG/DPIDG/UN DESA</li> <li>• <b>Opening Remarks: Mr. Bokyun Shim</b>, Head of UN Project Office on Governance (UNPOG), DPIDG/UN DESA (2 mins)</li> <li>• <b>Opening Remarks: Ms. Ji Hyun Park</b>, Director-General of Global Education and Cooperation Bureau, National Human Resources Development Institute (NHI) (2 mins)</li> </ul>
10:10-11:05 AM	<b>Session 1 &lt;Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development&gt;</b>



(55 mins)	<ul style="list-style-type: none"> <li>• <b>Presentation: Ms. Stefania Senese</b>, Programme Management Officer, PMCDU/DPIDG/UN DESA (40 mins)</li> <li>• <b>Q&amp;A Discussion</b> (15 mins)</li> </ul>
11:05-11:15 (10 mins)	<b>Break</b>
11:15 AM- 12:10 PM (55 mins)	<p><b>Session 2 &lt;Government Innovation for Social Inclusion of People in Vulnerable Situations&gt;</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation: Ms. Mi Kyoung Park</b>, Governance and Public Administration Officer, UNPOG/DPIDG/UN DESA (40 mins)</li> <li>• <b>Q&amp;A Discussion</b> (15 mins)</li> </ul>
12:10-12:50 PM (40 mins)	<p><b>Open Discussion</b></p> <p>*All participants are invited to participate in the discussion.</p> <ol style="list-style-type: none"> <li>1) <i>What could be the approaches and strategies to effectively mainstream and implement the Curriculum at the national and local levels?</i></li> <li>2) <i>How can DPIDG/UNPOG collaborate with the participating agencies to provide more effective training for developing countries, particularly by developing practical training tools and materials?</i></li> <li>3) <i>What are the approaches and strategies to ensure effective impact assessment and sustainable post-training follow-up with the trainees?</i></li> </ol>
12:50-13:00 PM (10 mins)	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• <b>Closing Remarks: Ms. Jeong Yon Kim</b>, Director of Global Education and Cooperation Division, National Human Resources Development Institute (NHI) (2 mins)</li> <li>• <b>Closing Remarks: Mr. Bokyun Shim</b>, Head of UN Project Office on Governance (UNPOG), DPIDG/UN DESA (2 mins)</li> </ul>

## Contact

### UN DESA/DPIDG/UNPOG

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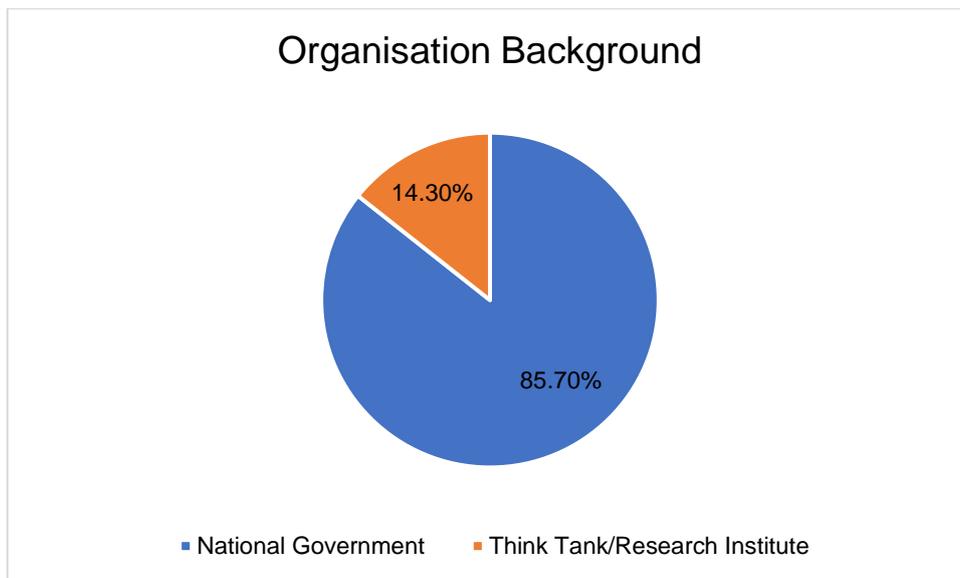
National HRD Institute

[flores12@korea.kr](mailto:flores12@korea.kr)

## Annex II: Post-Evaluation Summary

### Training Workshop Post-Evaluation Summary

The post-evaluation survey collected a total of 7 responses. Based on the population, the respondents were from the National Government (85.7%) and Think Tanks/Research Institutions (14.3%).

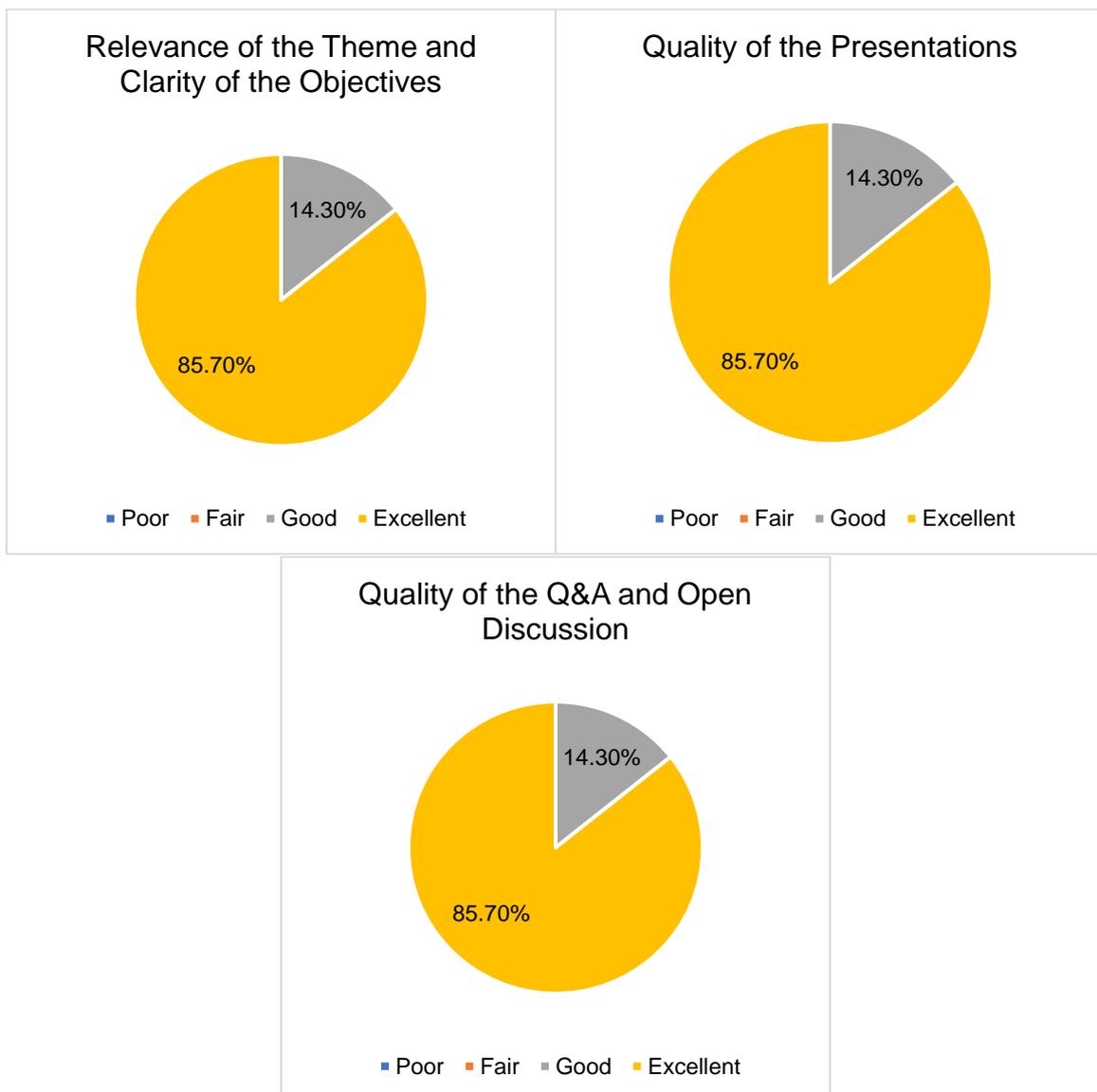


The Training Workshop received an overall rating of 'Excellent' (100%).



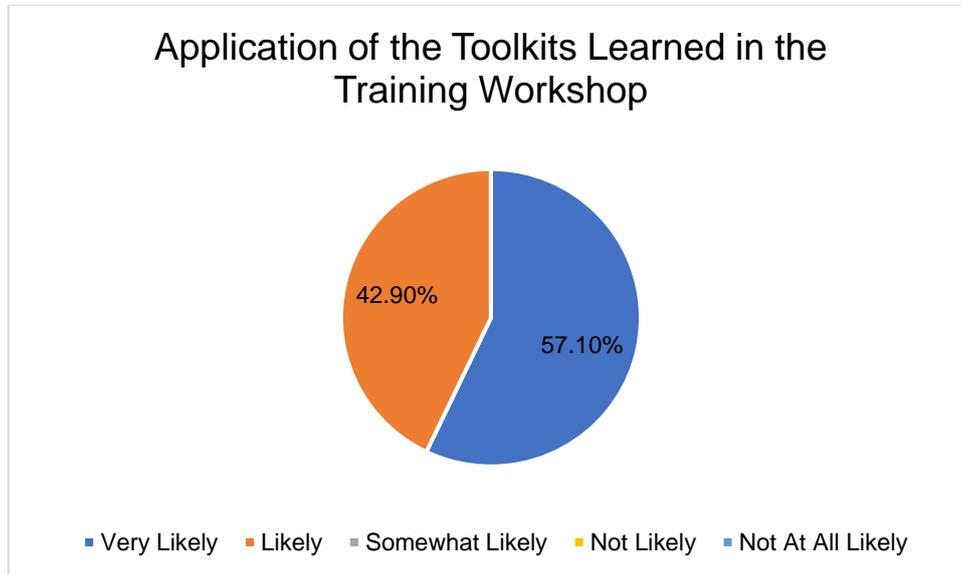


The respondents were asked to rate the i) Relevance of the Theme and Clarity of the Objectives, ii) Quality of the Presentations, and iii) Quality of the Q&A and Open Discussion. In particular, 85.7% of the respondents rated the **Relevance of the Theme and Clarity of the Objectives** 'Excellent', while 14.3% responded it was 'Good'. In terms of the **Quality of the Presentations**, 85.7% reported that it was 'Excellent', while 14.3% indicated it was 'Good'. The **Quality of the Q&A and Open Discussion** also received a positive rating of 85.7% 'Excellent' with 14.3% rating of 'Good'. The overall outcome based on the assessment provided by the respondents showed that the Training Workshop was 'Excellent'.

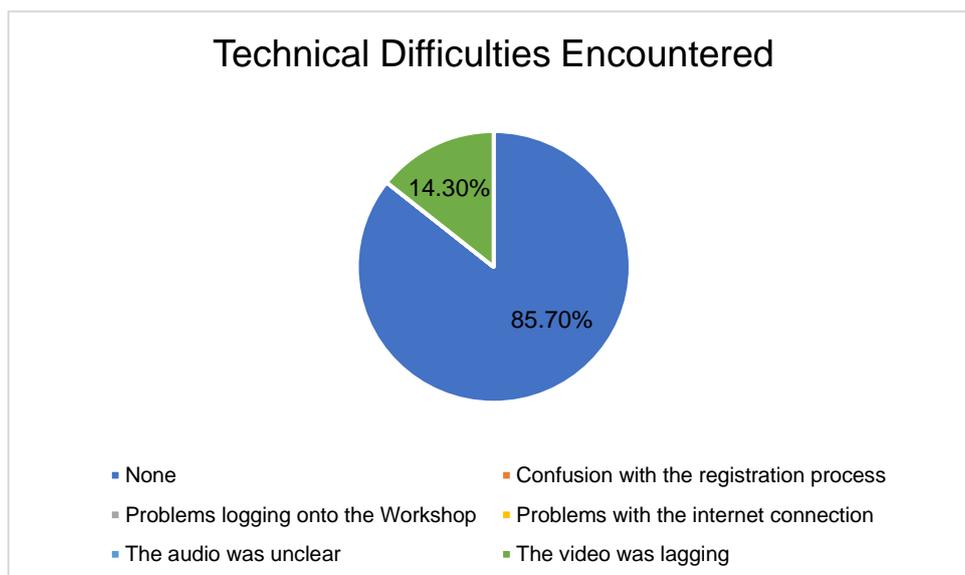




When asked on the likeliness of applying the Toolkits learned in the Training Workshop, 57.1% responded very positively. 42.9% also said they are 'Likely' to do so.



In terms of the technical difficulties experienced by the respondents, 85.7% reported that they have not encountered any issues. However, 14.3% of the participants said they had problems with the lagging video.





When the respondents were asked what they found most useful from the Training Workshop, some selected feedback can be found below:

**Selected Feedback**

- Learning about the importance of mindset and how to measure effectiveness.
- The discussion on utilizing the toolkits in project implementation and introduction on the case studies.
- Examples of how the toolkits were implemented.
- A better understanding on the toolkits made by UNPOG/DPIDG/UN DESA, PMCDU/DPIDG/UN DESA.
- How the curriculum was utilized and promoted in the Asia-Pacific launch.

Selected responses can also be found below when the respondents were asked about the actions that they will take following the Training Workshop.

**Selected Feedback**

- Training course for level 5 civil servants.
- I believe I can use parts of the toolkit in the international cooperation and capacity development trainings for foreign government officials after internal review.
- Toolkit case application.
- The Peer-to-Peer method of learning and sharing of experiences can be adopted in future internal education or workshops.
- Considering a session on the Importance of an SDG Mindset.

When the respondents were asked what UNPOG could do further to improve when organising similar events in the future, some selected feedback can be found below.

**Selected Feedback**

- Thank you to everyone who prepared and operated the year’s first hybrid event.



- If possible, I would like to receive the PPT materials and scripts in advance to learn them and participate better on the day.

To identify partner institutions' needs, the participants were asked which of the follow-up capacity support/advisory services they are interested in. Based on the collected responses, majority of the participants expressed their interest in receiving **'Training workshops, courses or webinars for continued capacity development support'** (71.4% or 5 people). **'Communities of practitioners for ongoing peer support'**, **'Toolkits and web-based learning materials for continued reference'**, and **'Study visit or onsite training'** (28.6% or 2 people) were also popular among the participants, followed by the interest in participating in **'Partnership building programmes for promoting North-South and South-South Cooperation'** and **'Online discussion board linking participants for continued peer discussions and mutual support'** (14.3% or 1 person).

