



Regional Symposium on
**Mainstreaming the Sustainable
Development Goals in the Curricula
of Schools of Public Administration
in Africa**

2 - 3 May 2023

Report

United Nations Department of Economic and Social Affairs

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About the Report

The Report highlights the key messages and recommendations that emerged from the **Regional Symposium on Mainstreaming the Sustainable Development Goals in the Curricula of Schools of Public Administration in Africa**, by the United Nations Department of Economic and Social Affairs (UN DESA) through its Division for Public Institutions and Digital Government (DPIDG), the African Management Development Institutes' Network (AMDIN), the International Association of Schools and Institutes of Administration (IASIA), the Kenya School of Government (KSG), and the United Cities and Local Governments of Africa (UCLG-Africa)/African Local Government Academy (ALGA). Regional Symposium was held on 2-3 May 2023 virtually. It was attended by 95 participants.

Objectives of the Regional Symposium

The Regional Symposium brought together experts from schools of public administration, and institutes of training in Africa to discuss the importance of mainstreaming the Sustainable Development Goals (SDGs) into their curricula. The Symposium also provided an opportunity to explore the challenges and successes in addressing the SDGs within the curricula of these institutions and help to identify innovative practices and lessons learned. It provided a platform for discussing ways to strengthen the capacity of African public administration schools and training institutes to effectively implement the SDGs. Africa faces numerous sustainable development challenges that range from climate change, loss of biodiversity, food insecurity, and high levels of poverty among others. African countries have put in place strategies and implementation plans geared towards addressing some of these challenges to achieve long-term development goals as defined in the UN 2030 Agenda for Sustainable Development and Africa Union Agenda 2063. Embedding sustainable development goals in the curriculum in an interdisciplinary and holistic manner is a strategy that can enable individuals to feel that positive steps can be and are being taken to address sustainable development challenges and that everyone has a part to play in making progress. Therefore, the Regional Symposium created an opportunity for mutual learning among schools of public administration, and institutes of training in Africa and adoption of best practices in mainstreaming the SDGs into their curricula.

Acknowledgements

The **Regional Symposium on Mainstreaming the Sustainable Development Goals in the Curricula of Schools of Public Administration in Africa** was held under the responsibility of Juwang Zhu, Director, Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UN DESA) and Adriana Alberti, Chief, Programme Management and Capacity Development Unit, DPIDG, UN DESA. Anni Haataja-Beeri, Governance and Public Administration Officer coordinated the event. Cristina Rodriguez-Acosta, Inter-regional Adviser and Stefania Senese, Programme Management Officer, provided substantial inputs. Rosanne Greco provided technical support and Gregory McGann technical and design support. The team from the Kenya School of Government consisted of Ludeki Chweya, President of AMDIN, Director General and Chief Executive Officer of Kenya School of Government, Prisca Oluoch, Director of Linkages and Collaborations and Grace Gichuru. The team from United Cities and Local Government of Africa consisted of Najat Zarrouk, Director, Development Branch and African Local Government Academy, United Cities and Local Government of Africa, President, International Association of Schools and Institutes of Administration and César Rojas Alfonso, IASIA Executive Secretary. This Report has been prepared by Anni Haataja-Beeri.

The team wishes to thank all speakers and participants for their insightful interventions and for sharing the experiences of their respective institutions.

Thematic Focus and Structure

The Regional Symposium focused on the 2030 Agenda for Sustainable Development and the role that schools of public administration and institutes of public management can play in accelerating the implementation of the SDGs in Africa. During the first day, following an opening session, the Curriculum on Governance for Implementing the Sustainable Development Goals (SDGs), which was developed by UN DESA/DPIDG in 2021, was launched in the African region, following a successful online piloting of one of the Curriculum toolkits, namely the toolkit on Transparency, Accountability and Ethics in Public Institutions, organized by UN DESA/DPIDG and KSG in March 2021. The Curriculum 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. The Curriculum can help equip public servants with the knowledge and capacities to effectively implement the SDGs. During the first day also progress made in mainstreaming the SDGs in national and subnational courses of training institutes and schools of public administration in Africa was discussed in break-out groups following a presentation on the results from the 2023 Survey on this topic was presented. The Symposium featured presentations from experts and provided an opportunity for participants to share their experiences and perspectives. It included interactive elements, including small group discussions. Furthermore, the Symposium provided a platform for sharing success stories from different countries in Africa.

Opening Session

Mr. Juwang Zhu, Director of the Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UN DESA) highlighted that the Regional Symposium comes at a key moment as we are fast-approaching the mid-point of the implementation of the 2030 Agenda for Sustainable Development and the SDG Summit in September 2030. Due to the impact of multiple and interlocking crises facing the world - including recovery from the COVID-19 pandemic, climate change and geopolitical challenges – the achievement of the SDGs is at risk. In the remaining years towards 2030 the world needs to come together to accelerate actions and the transformation needed to achieve the SDGs and to ensure that no one is left behind. Africa faces numerous challenges that range from climate change, loss of biodiversity, food insecurity, conflicts, and high levels of poverty among others. Mr. Zhu noted that African countries have put in place strategies and implementation plans geared towards addressing these challenges to achieve long-term development goals as defined both in the 2030 Agenda for Sustainable Development and the African Union's Agenda 2063.

The 2030 Agenda highlights the need to build effective, accountable, and inclusive institutions at all levels, in line with Goal 16. Strong public institutions and efficient service delivery are crucial to the achievement of all the SDGs. The 11 principles of effective governance for sustainable development elaborated by the Committee of Experts on Public Administration and endorsed by the Economic and Social Council highlight the need for pragmatic and ongoing improvements in national and local governance capabilities to achieve sustainable development. Schools of Public Administration and institutes of development management can play an important role in

accelerating the implementation of the SDGs in Africa through their training and education programmes.

Embedding the SDGs into the curricula of schools of public administration can help raise awareness of the principles of the 2030 Agenda for Sustainable Development. It can ensure that public servants put in practice the SDGs through the programmes they implement and the services they deliver. It can also enhance public servants understanding of their role in making progress towards more prosperous and equitable societies. Mr. Zhu noted that to help public servants understand and internalize the core concepts, principles and values of the 2030 Agenda for Sustainable Development, UN DESA has developed the Curriculum on Governance for the SDGs. It helps to build the knowledge and capacities of public servants to implement the 2030 Agenda in support of concrete outcomes and lasting impact. It not only strengthens public servants' awareness of their active role in contributing to the achievement of the SDGs but also gives them the knowledge and tools to do so.

Dr. Najat Zarrouk, Director, Development Branch and African Local Government Academy, United Cities and Local Government of Africa, President, International Association of Schools and Institutes of Administration emphasized that the world is only eight years away from the horizon set for the implementation of the SDGs. This is a crucial deadline that demands engaged, committed, competent, ethical, and professional leaders, decision-makers and civil servants – at all levels of governance. For UCLG Africa and its Academy, the SDGs are a priority and they are working with their members for their implementation and localization. Initiatives include advocating local and regional governments including through a Global TaskForce of Local and Regional Governments which reports each year to the High Level Political Forum on the localization of the SDGs and capacity building and development through the ALGA Academy, including in partnership with partners in Africa and at the global level. She noted that Africa faces a number of challenges, both structural and conjunctural, including at the sub-national level. Overcoming these challenges requires inclusive and participatory approaches to gain coherence, better target the beneficiaries of activities, judicious use of the limited resources, setting up partnerships and capitalizing on good practices.

Dr. Zarrouk announced that she will propose to the IASIA Board of Management the creation of 2 new Working Groups dedicated to the Implementation and Localization of the SDGs and the Principles of Effective Governance.

Mr. Andrew Rori, Deputy Director in charge of Learning and Development, Kenya School of Government, delivered the opening remarks on behalf of Prof. Ludeki Chweya, President of AMDIN, Director General and Chief Executive Officer, Kenya School of Government, Vice-President of IASIA for Africa. He highlighted that capacity needs to be developed using local knowledge, structures and processes based on a approach that takes into consideration the local customs and resources. Capacity development should align with political ownership and leadership at highest levels, with wide participation, transparency and accountability. The starting point should be fundamental improvements to people's lives. Capacity development is a perpetually evolving process of growth

and positive change. The capacity challenges facing the African continent exist at three levels; the regional, country and community levels. The socio-economic transformation expected through the implementation of the SDGs and the African Union Agenda 2063 is possible only if African countries have adequate human resources. This requires enhancing skills for implementing, monitoring and evaluating progress. Citizen engagement is important to bring about improvements in the quality of public services and the efficiency of public spending. He noted that a key challenge that could affect SDG implementation is inadequate data in monitoring progress in achieving the SDGs. As a school, KSG presents the following recommendations for schools of public administration to mainstream the SDGs; 1) focus on the required mindset change required for SDG implementation; 2) focus on training on critical thinking, strategic planning, resource-based management and the evaluation and monitoring of SDG implementation; 3) focus on innovation and use of ICTs to achieve the SDGs; 4) support the development of national indicators to track and measure progress on SDG implementation.

Key Messages – Day 1

The presenters of the **Session I on the Critical Importance of Mainstreaming the SDGs in the Curricula of Schools of Public Administration, New Mindsets and Competencies** highlighted the following:

- The 2030 Agenda for Sustainable Development highlights the need to build effective, accountable, and inclusive institutions at all levels, in line with Goal 16.
- One of the principles of effective governance is competence. A competent and effective public service with well-motivated and professional public servants is at the center of success in implementing government policies and programs related to the 2030 Agenda and the SDGs, including in delivering services to 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.
- Public servants play a critical role in the implementation and delivery of programmes and services to the people. It is essential that they embrace the principles and values of the 2030 Agenda in their every-day work, including leaving no one behind and inclusion of vulnerable people in the way services are delivered, inter-generational equity, among others.
- Schools of public administration can play a critical role in ensuring that the SDGs are taught to public servants.
- This role is even more important as we are 8 years away from 2030 and there is a need to redouble action and efforts on the SDGs if we want to create more sustainable, prosperous and equitable societies for all.

- UN DESA's [Curriculum on Governance for the SDGs](#) 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. It aims at developing the knowledge and capacities required to implement the 2030 Agenda for Sustainable Development and support concrete outcomes and lasting impact. It consist of various toolkits ranging from topics such as Changing Mindsets in Public Institutions, Transparency, Accountability and Ethics in Public Institutions to Risk-Informed Governance and Innovative Technology for Disaster Risk Reduction. The Toolkits address the 11 Principles of Effective Governance.

The Curriculum is composed of the following:

- A set of Training of Trainers Capacity Development Toolkits for 5-day face to face capacity development workshops. The trainings can be longer or shorter in duration, depending on countries' needs;
- Online Courses on key governance issues to implement the SDGs;
- Facilitated Online Training and Capacity Development Workshops;
- Customized Online and Offline Capacity Development Workshops upon request of Member States;
- Offering a Certificate of Attendance upon successful completion;
- Global Community of Practice on key governance issues;
- Hosted on UNPAN for networking and online exchange of knowledge.

FACT SHEET

How can the Curriculum on Governance for the Sustainable Development Goals be used?

BY THE NUMBERS

7 **Toolkits** launched in 2021 - for facilitation by the UN system, schools of public administration, RCOs, academia and other training providers

100+ **Customizable modules in total**, incl. concepts, practical examples, case studies, activities and audiovisual material - for application both in in-person and virtual settings

48 **Partnerships** for internal and external expert reviews of the toolkits, incl. cross-office collaboration with CDPMO, DISD, DSDG, EAPD, Forum on Forests, FSDO, PD and SD

5 **Regions** (Africa, Americas, Asia and the Pacific, Europe and Central Asia, and Middle East for pilot tests of the toolkits

FEEDBACK RECEIVED

970 **Participants** in the Online Training Workshops to pilot the toolkits with 2,300 views and 36 webinars covering over 100 countries

94% Participants stated they would apply what they learned in the Curriculum workshops.

"During the toolkit piloting, the speakers talked extensively about sustainable development, how to build resilience, and ways government can use risk-informed governance to reduce disaster. It was such an interesting and educative session."



"The topics of the toolkit are very relevant to the context of our country. The toolkit is also user-friendly and could for example be used to train younger public servants."

"The toolkit looks nice and well-designed, and it gives us some ideas for our own e-learning tools."

PILOT TESTING 2021

Pilot testing all toolkits by leveraging a whole-of-DESA approach to enhance capacities of public servants to effectively integrate SDGs into policy and practice

- SDG 16 is a cross-cutting goal. Effective accountable and inclusive institutions are important to achieve all the SDGs.
- The [Principles of Effective Governance for Sustainable Development](#), developed by the UN Committee of Experts on Public Administration (CEPA) and endorsed by the UN Economic and Social Council (ECOSOC) set out what SDG 16 means and show how to build strong institutions that can support the SDGs. They serve as a reference point which can guide public sector reform initiatives for the SDGs.
- The principles show the solid linkages between the institution-building objectives of the 2030 Agenda and all the SDGs. They are an effective tool to show how the SDGs can be mainstreamed into all sectors and levels of government.
- They offer a range of recommendations for all levels of government, including local authorities. They can be used to assess and showcase good examples in public service delivery (Voluntary National Reviews; Voluntary Local Reviews; United Nations Public Service Awards)
- The Principles should be interpreted together with the curriculum on governance for the sustainable development goals and other tools.
- UN DESA/DPIDG is leading the development of [strategy guidance notes](#). They contain material on:
 - ✓ Understanding the strategy; public sector situation and trends and methods of implementation;
 - ✓ Recent case studies; good practices;

- ✓ Peer to peer learning; and
- ✓ International Development Cooperation

Principles of Effective Governance for Sustainable Development

Effectiveness

- » Competence
- » Sound policymaking
- » Collaboration

Accountability

- » Integrity
- » Transparency
- » Independent oversight

Inclusiveness

- » Leaving no one behind
- » Non-discrimination
- » Participation
- » Subsidiarity
- » Intergenerational equity

Principles of effective governance for sustainable development

What are they for?

- » Building strong institutions at all levels
- » Serving as a reference point that brings together relevant standards and technical guidelines
- » Informing public sector reform initiatives for the SDGs

Where do they come from?

- » Developed by CEPA specifically for SDG implementation
- » Endorsed by the UN Economic and Social Council
- » Based on United Nations agreements

How can countries benefit from them?

- » As an analytical framework in policy formulation
- » As a guide in assessing institutional capacities, processes and culture
- » As a foundation of SDG awareness raising and training initiatives

CEPA Committee of Experts on Public Administration
CEPA is an expert body of the United Nations that studies and makes recommendations to improve governance and public administration structures and processes for development.

- National development plans that are aligned to the SDGs and to financing frameworks are fundamental for SDG implementation. Coherent policies enable SDG implementation. These issues should be core components of a SDG-awared public administration curriculum.
- Africa has recorded progress on 15 of the 17 SDGs, however the current pace of progress is insufficient to achieve the SDGs by 2030. Major challenges are related to SDG 13 on climate action and SDG 16 on peace, justice and strong institutions where the continent has regressed.
- The following are needed to achieve the SDGs: An enabling policy environment for program execution, strategic planning to prioritize and sequence program implementation, robust M&E with feedback loop for policy correction, mobilization of development financing, skilled human resources and commitment.
- Countries not only need to intergrate the SDGs of the 2030 Agenda for Sustainable Development into their national development plans, but also for example the African Union 2063 Agenda, Paris Agreement and other development agendas. Horizontal integration (identifuing synergies between the multiple agendas, avoiding duplication) and vertical integration (embedding these multiple agendas into the national development plan) are key.

There also needs to be alignment between the results frameworks between the national development plans and the SDGs.

- Relevant issues for a SDG-enhanced curriculum include: identifying synergies across development commitments, integrating multiple commitments into the national development plans, aligning SDG and national development plan financing, aligning SDG and national development plan tracking and reporting and recalibrating policies to respond to identified gaps.
- UNECA's [Integrated Planning and Reporting Toolkit](#) seeks to answer questions such as do the global and continental agendas speak to each other, how can these agendas be embedded into national development frameworks, how can progress reporting on multiple agendas be carried out and do financing frameworks speak to the national development plans.

Participants shared that they would mainstream the SDGs into courses by:

- Building the specific outcomes into the core of courses as focus areas.
- Integrating the focus areas into the program outlines.
- Aligning all programmes with the SDGs.
- Having incorporating the SDGs into each unit that touches on development planning.
- Indicating which SDGs are linked to which modules.
- Ensuring that key issues in Africa such as poverty, infrastructure, employment and food are adequately covered.
- Teaching students about the materials the UN provides on the SDGs.
- Aligning programs in terms of content to the SDGs.
- Integrating SDGs into the curricula as assessments (tests, individual and group projects).
- Dialogue during class.

Participants shared the topics most needed to advance the SDGs are:

- Policy development that promotes, enforces and monitors the SDGs with the public sector.
- Good governance, effective governance principles.
- Transparency, integrity, accountability, ethics, anti-corruption.
- Poverty.
- Social sustainability that includes communities in development processes.
- Women's empowerment, gender equality.
- Youth empowerment.
- Health and well-being.
- Disaster risk reduction.

Participants shared that they would engage students by:

- By asking them if they know the SDGs and which of them they feel they can help achieve.
- Asking them to link their respective research topics to a particular SDG.
- Practical case studies.
- Include the SDGs in formative and summative assessments. Individual and group work.

The presenters of the **Session II on the Progress Made in Mainstreaming the SDGs in National and Sub-National Courses or Programmes of Training Institutes and Schools of Public Administration in Africa** highlighted the following:

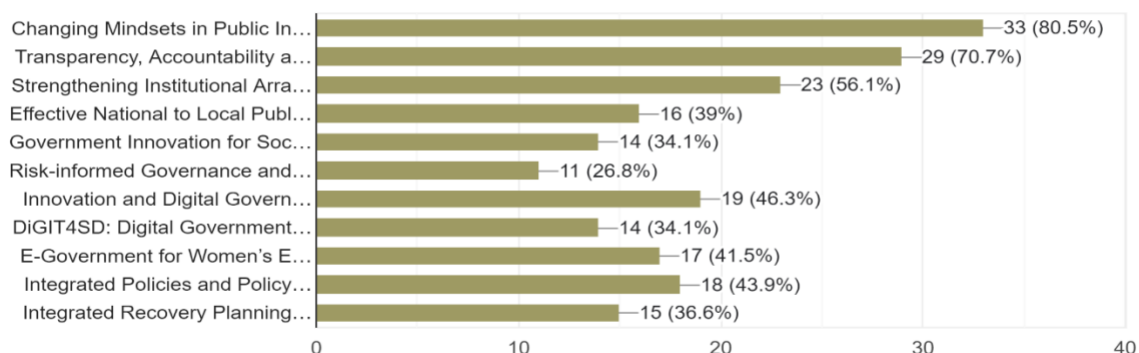
- The **UN DESA 2023 Survey on Mainstreaming the SDGS into Curricula of Schools of Public Administration and Institutes of Training in Africa** aims to gain insight into how schools of public administration and institutes of training in Africa integrate the SDGs into their curricula. It was administered to institutions among governments (at all levels), schools of public administration, institutes of training, and civil service commissions. Seventy-four institutions participated in the Survey from sixteen countries in Africa.
- Most respondents (93.2%) indicated that integrating the SDGs into courses of schools of public administration and/or institutes of training in Africa is highly relevant. 70.3% stated that their institution has incorporated the SDGs into its training courses.
- Goal 5 on gender equality was the most widely mainstreamed, followed by Goal 4 (Quality Education) and Goal 16 (Peace, Justice and Strong Institutions).
- The goals less mainstreamed are SDG 7 (Affordable and Clean Energy), SDG 14 (Life below Water) and SDG 15 (Life on Land).
- 54.1% deem incorporating the SDGs into existing curricula of public administration schools as an essential measure to ensure that the SDGs are successfully mainstreamed.
- 20.3% of surveyed institutions stress the importance of creating awareness campaigns and implementing projects related to the SDGs to ensure their integration into curricula of public administration schools.
- Challenges that may impede the effective mainstreaming of the SDGs into the course of schools of public administration in Africa, as per the respondents, include: lack of awareness and commitment, resistance to change, absence of a political will, lack of expertise and

resources, limited access to credible publication databases and limited financial resources to implement programs.

- According to the Survey, recommendations to curb the challenges include: heightened awareness of the goals, adequate funding and resources allocated to projects related to the SDGs, support from donor funds, existing policies amended instead of creating new policies, long-term curriculums that connect the SDGs to gender-based issues, more public awareness, project-based approaches, continuous training of trainers, laws to ensure implementation, capacity building initiatives, budget support and a policy decision to realign all courses with the requirements of the SDGs.
- Most of the survey institutions (54.1%) mentioned that they are aware of UN DESA's Curriculum on Governance for the SDGs. The toolkits of the Curriculum they consider as most relevant to their work are:

If yes, which courses are most relevant to your work?

41 responses

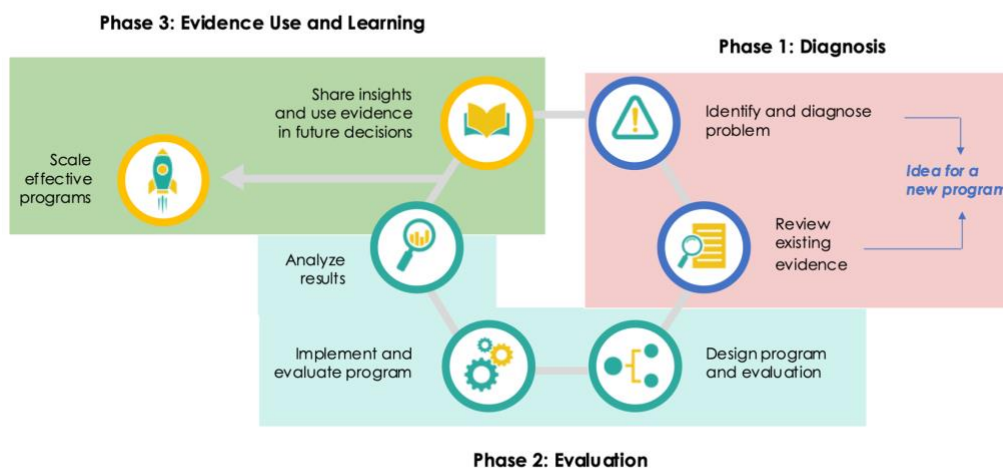


- On integrating evidence use into the curricula of schools of public administration, common barriers to use evidence include lack of time, cost, fast-moving timelines, insufficient professional incentives, status quo bias, limited technical capabilities to interpret evidence, lack of relevant evidence and that other considerations matter more.

Why use evidence in decision making, even though it is hard?



Use a “learning cycle” to apply evidence to policy problems



The key messages and recommendations of the **breakout groups on Progress Made in Mainstreaming the SDGs in National and Sub-national Courses or Programmes of Training Institutes and Schools of Public Administration in Africa** include the following:

1. What courses, partnerships, or case studies related to the SDGs, including, the Curriculum on Governance for the SDGs or other areas, has your school of public administration developed?

- Several institutions in Africa have incorporated the SDGs into their curricula (in particular those related to gender and climate change). For example the Kenya School of Government has included several topics on changing mindsets and SDGs as well as decentralization and local governance.
- The Ena Tunisia International Academy of Good Governance has created a comprehensive training program on climate change, supported by Germany's GTZ. Additionally, they plan to offer a training on corruption and anti-corruption. These trainings are available both in-person and online.
- The School of Public Leadership in South Africa has integrating the SDGs into their undergraduate and graduate programs. They offer a Bachelor's degree with modules on SDGs and System Development, as well as a Diploma in Public Accountability, Transparency, and Collaboration. Gender equality is also mainstreamed throughout the program.
- Some countries in Africa still face a challenge of lack of SDG awareness and how to include them as part of curricula.
- The importance of training local governments and prioritizing SDGs at the local level is key.
- SDG mainstreaming is not only a matter for schools of public administration but also for ministries, departments and government agencies.
- There could be a Forum where all schools of public administration can discuss SDG mainstreaming as well as a framework and "SDG Champions".

2. Have you developed courses or programmes on transformational leadership and changing mindsets for the SDGs?

- Schools have developed extensive training on leadership through several modalities (executive certificates, short-term and long-term).
- There are plenty of leadership trainings but they are not necessarily linked to the SDGs.
- It is important to differentiate the audience of a leadership training (politicians vs civil servants). Politicians do not necessarily understand the SDGs and more needs to be done.
- Importance of targeting specific members of the civil service, including at the local level.
- South Africa, Namibia, and Tunisia mentioned they have a focus on leadership and changing mindsets. South Africa focuses on leadership at the entry, middle, and senior management levels, with a particular emphasis on transformative leadership and strong institutions. Namibia has institutes of public administration that offer modules on national economic development with a focus on the SDGs, as well as elements on transformational leadership, change management, and innovation. Tunisia's International Academy of Good Governance has a topic on leadership enhancement, capacity building, change management, and transformational leadership, with a specific focus on soft skills for transformational leadership.

3. What new areas have you identified for your future trainings?

- Monitoring and evaluation.
- Innovation.
- Training aimed specifically at the local level.
- The use of new technologies.
- Improve the use of peer-to-peer learning and case studies to disseminate best practices on mainstreaming the SDGs.
- There is a need to move from teaching about the SDGs to the application- moving from knowing to applying knowledge.

Key Messages – Day 2

The presenters of the **Session I on Mainstreaming the SDGs in the Curricula of Schools of Public Administration in Africa: Country Experiences** highlighted the following:

- In **Ghana**, the Masters in Environmental Studies and Policy (MESP) of the Ghanaian institute of Management and Public Administration (GIMPA) School of Public Service and Governance (SPSG) has courses that specifically focus on the SDGs. The course has assignments that require students to review a document titled “SDGs - 2030 Agenda for Sustainable Development” by highlighting Ghana’s preparedness to implement the SDGs captured in the document, review some of the SDGs and their targets, describe what they think Ghana is doing to achieve the SDGs and to provide brief descriptions of interventions and programs that they think have been developed and implemented towards the attainment of the SDGs.
- GIMPA’s programmes have common courses in “Local Government and Decentralization” and “Policy Formulation and Analysis” with assignments focusing on the SDGs. The students review the document “The SDGs: 2030 Agenda for Sustainable Development” and are required to select any two SDG targets and provide a general overview of the targets selected and the SDGs to which they are to address. They also evaluate the actions that are being implemented by a selected (ministry, Department or Agency (MDA) to address the selected targets and offer alternative recommendations for how that target could have been addressed as a policy scholar/expert.

- In **Kenya**, the Kenya School of Government (KSG) is mainstreaming the SDGs into its long and Masters programmes as well as short courses. SDG's 2 to 17 are covered in various courses. For example SDG 5 on gender equality is included in courses on gender and disability mainstreaming and executive women in leadership courses. SDG 16 on peace, justice and strong institutions is included in courses on conflict management and peace building, transnational security threats, leadership course for chiefs and assistant chiefs and crisis management and emergency preparedness. SDG 13 on climate action is covered in courses on development planning, climate change, environmental impact assessment and community based climate change management.

- In **Malawi**, the Malawi School of Government (MSG) was established in December 2022. It is in the process of transition but has the mandate to build the capabilities and skills of public servants. It offers a variety of degree programmes and short courses that touch on leadership issues. Going forward, MSG considers courses on evidence-based policy and decision making such as monitoring and evaluation, changing mindsets, inclusive and collaborative governance and on ethics and integrity that directly relate to the SDGs. The programmes should be informed by the realities on the ground to ensure that the needs of the public and private sector are understood and inform programme design.

- In **Namibia**, the Namibia Institute of Public Administration and Management (NIPAM) has widely mainstreamed the SDGs into its curricula. For example, the module on global and national economic development covers the SDGs in general. Specific activities include activities on securing household food security (SDG 1 on no poverty and SDG 2 on zero hunger), improving and increasing public health infrastructure and universal healthcare coverage (SDG 3 on good health and well-being), improving and expanding education infrastructure and integrated early childhood development (SDG 4 on quality education).

- The findings from the [UN Public Service Awards](#) (UNPSA) show that public sector innovates, developing countries innovate, innovation begets innovation and that digital technologies facilitate innovation. The following create an enabling environment for innovation in the public sector: transformative and people-centered leadership, commitment to innovation and taking measured risks, continuous training and capacity building, engagement and partnerships as well as harnessing diversity. More information on the UNPSA 2024 cycle is expected to be available in June 2023.



United Nations Public Service Awards

Updated and New

Summer 2023



 **Division for Public Institutions and Digital Government**

Participants shared that their key take away from the country experiences was:

- Localization of the SDGs is key.
- Importance of evidence-based research policy.
- Review of curriculums on public administration is required by all institutions to be relevant and to address the SDGs.
- Important to supplement the courses with real life examples and case studies – going from theoretical to practical.
- Need to diversify target groups and include the subnational level.
- Institutionalize the SDGs by including them in the core mandate of schools of public administration.
- Involve citizens.
- Role of governance in SDG implementation.
- Taking into account local context and history.
- Raise public awareness on the SDGs.

The key messages and recommendations of the **breakout groups on How to Enhance Mainstreaming the SDGs in the Teachings of Schools of Public Administration in Africa and Modalities of Collaboration** include the following:

1. How to enhance mainstreaming of the SDGs in the teachings and curricula of schools of public administration?

- A more concerted effort to mainstream the SDGs in the curricula of schools of public administration is needed.
- Short-term courses are an important alternative given time constraints of the civil servants.
- It is important to move beyond training of civil servants into training decision-makers.
- Courses focused on the SDGs should focus on solving problems, not just theory.
- Important to have standards and criteria for the schools of public administration on the implementation of the SDGs.
- Raise public awareness on the SDGs.
- Target students and those who are already in public service. Link between the practitioners and students.
- Create research centers in institutions focused on SDGs.
- Conduct training of trainers on SDGs.
- Establish Centers of Excellence on SDGs.
- Schools of Public Administration should encourage participation by the local government, not just the national government.
- Collaboration between Schools of Public Administration and universities to enhance coherence in SDG related trainings.
- Invest in continuous training and capacity building on the SDGs.

2. How to nurture new mindsets for the SDGs and how to enhance modalities of collaboration? What kind of activity or support can you and/or your institution provide to advance the SDGs (expert presentations, co-teaching; sharing training material, best practices, databases etc)?

- Important to concentrate not only on mindsets but also on culture. Need to cultivate a new culture where SDGs are embedded.
- Schools should find ways of enhancing collaboration, to share new approaches, and share the “good news” as well.
- Create new mechanisms to collect data on what others are doing, including best practices.
- Create an award for SDG implementation to be given to politicians who champion the SDGs.
- Importance of public education at the decentralized level.
- Important to have materials on the SDGs available in different languages.
- Have a young professionals network on the SDGs.

- Collaborate with the government and the private sector.
- Schools of Public Administration in the region to collaborate and organize joint events on the SDGs.
- Develop case studies collaborative, document best practices.
- Leverage on the alumni associations of the Schools of Public Administration.

3. How can peer to peer learning network among schools of PA in Africa help mainstream the SDGs? How can the network be set-up and sustained?

- Create a Center of Excellence on SDGs of the African continent as a new platform for peer learning.
- Use social media in a more consistent and purposeful way to communicate and disseminate best practices on the SDGs.
- Sharing of experiences among institutions can also be done through co-teaching, by linking library resources
- Create an “African Journal on the SDGs”.
- Importance of a peer-to-peer network and case studies from Small Island Developing States (SIDS), local networks for all students, and common education for evaluation through engagement. Importance of providing education in the field of climate change.
- South Africa is collaborating with other countries in the region and sharing their experiences in order to facilitate case studies and publications. They have also signed various Memoranda of Understanding (MoUs) with different institutions to further the progress on the SDGs.
- AAPAM is collaborating with the Ministries and institutes to provide training of trainers (ToT) and exchange of trainers. This collaboration is aimed at enhancing the capacity of professionals in the region to deliver quality services.
- Conduct peer to peer review on mainstreaming the SDGs in the Schools of Public Administration.
- Summer and Winter schools on the SDGs to promote diversity and peer to peer exchange of ideas.
- Organize workshops, seminars, workshops on the SDGs culminating in the development of publications on the progress towards achieving the SDGs.
- Collaborate with government and the private sector.
- Create specific case studies on each of the SDGs.

4. How to enhance modalities of collaboration, including with the UN and other regional associations and organizations?

- To continue having activities and interactions such as this Regional Symposium.
- Having access to the materials, practices, and experiences of schools of public administration in the region with the support of UN DESA.

- Creation of a “SDG Chair” (modeled on the “UNESCO chair”) type of position at African universities to increase awareness and commitments from universities to enhance understanding and commitment towards mainstreaming the SDGs.
- Schools of Public Administration to collaborate on preparing joint proposals on the SDGs.
- Share training materials that have already been created, to avoid duplication of efforts and to promote wider access.
- Establish a Memorandum of Understanding among institutions on knowledge sharing on the SDGs.
- Regular reporting on mainstreaming of the SDGs in the curricula.
- Create a joint database for institutions to share materials on the SDGs.
- Schools of Public Administration to apply to become partners of the [UN Public Administration Network](#) (UNPAN).

Closing Session

Dr. Prisca Oluoch, Director Linkages and Collaboration, Kenya School of Government on behalf of Prof. Ludeki Chweya, President of AMDIN, Director General and Chief Executive Officer, Kenya School of Government, Vice-President of IASIA for Africa, highlighted that African countries have taken several initiatives to mainstream the SDGs in national policy, planning, budgeting, and monitoring and evaluation frameworks. Also, Schools and Institutes of Public Administration have taken several initiatives to mainstream the SDGs in curricula. She noted that challenges in implementing the SDGs in the region include lack of a conducive policy environment, low institutional capacity in institutions, lack and inefficient use of human and financial resources, weak governance of natural resources, capacity challenges relating to soft skills (such as leadership, strategic planning) and inadequate disaggregated data. Dr. Oluoch noted that to address these challenges leadership and human capital challenges need to be addressed and there needs to be an investment in training leaders and public officials on the SDGs. It is also important to strengthen capacities for coordination and delivery on the SDGs through peer-learning and study tours to countries that have already mainstreamed the SDGs into national development planning. There is also a need to bolster data and statistical capabilities and to establish capacity building programs in all countries for generating the necessary data for tracking progress on the SDGs.

Ms. Adriana Alberti, Chief, Programme Management and Capacity Development Unit, Division for Public Institutions and Digital Government, UN Department of Economic and Social Affairs, highlighted that Schools of Public Administration in Africa are already mainstreaming the SDGs in their curricula and have made great strides. The training material available in UN DESA's Curriculum on Governance for the SDGs and the Strategy Guidance Notes associated with the 11 Principles of Effective Governance can be used to enhance the already significant work being done

by the schools of public administration in Africa. They can also help to develop the capacities for new mindsets and competencies.

Ms. Alberti noted that in a rapidly changing world, it is necessary to include courses and programmes on the new mindsets that are needed to implement the SDGs. It is also essential to teach the skills that are required to thrive in the face of disruptive change. There will be growing importance placed on agile and innovative mindsets and skills. Resilience, flexibility, agility, analytical and systems thinking as well as service orientation will be increasingly important along with creative thinking and life-long learning. A digital mindset and ability to use technologies for digital transformation will also be key. Governments at the national and local levels will need to be dynamic and embrace strategic foresight. All Schools of Public Administration in Africa will play a critical role in preparing public servants to face today's challenges while also helping to equip them with the capacities to navigate a constantly changing environment and promote more equitable, prosperous and sustainable societies.

To ensure that capacity developers in the public sector effectively teach the SDGs through innovative programmes, including e-learning, the following key enablers must be in place:

- Top government leadership commitment to transformation, leaving no one behind, continuous learning and the SDGs;
- Adequate resources, but especially partnerships and collaboration;
- Public investment in affordability and access to quality broad band connection to allow for enhanced innovation in the public sector;
- Alignment of the standards of excellence for public administration training and education to the SDGs. To this end, UN DESA/IASIA have launched a Task Force to review the Standards of Excellence.

Ms. Alberti concluded by noting that the Regional Symposium is the beginning of a joint journey towards continuous mainstreaming of the SDGs in the curricula and training programmes of schools of public administration. Through enhanced collaboration, peer-to-peer learning and follow-up actions, capacity developers in Africa can lead the way in equipping public servants with the capacities to move from knowing the SDGs to putting them in the practice.

ANNEXES

Annex I – Concept Note and Agenda



Event Description

The United Nations Department of Economic and Social Affairs (UN DESA), through its Division for Public Institutions and Digital Government (DPIDG), the African Management Development Institutes' Network (AMDIN), the International Association of Schools and Institutes of Administration (IASIA), the Kenya School of Government (KSG), and the United Cities and Local Governments of Africa (UCLG-Africa)/ African Local Government Academy (ALGA) are co-organizing an online Regional Symposium on Mainstreaming the Sustainable Development Goals in the Curricula of Schools of Public Administration in Africa, which will be held virtually from 2 to 3 May 2023.

UN DESA/DPIDG provides secretariat support to the United Nations Programme in Public Administration (GA resolution 723 (VIII) of 23 October 1953 and ECOSOC resolution 1199 (XLII) of 24 May 1967). Through its normative and operational work, it assists countries on transformative governance and innovative public administration and services in advancing the 2030 Agenda for Sustainable Development, on the basis of an integrated approach. DPIDG has a mission to assist the Member States of the United Nations in advancing the implementation of the 2030 Agenda and the Sustainable Development Goals, including through fostering effective, efficient, transparent, accountable, inclusive, and innovative public governance, administration, and services for sustainable development.

The African Management Development Institutes' Network (AMDIN) is a network of Management Development Institutes (MDIs), Public Sector Training Institutes (PSTIs) and other Public Administration Institutions (PAIs). AMDIN is Africa's leading professional association of institutions dedicated to public sector capacity building. It has representation in five regions on the continent headed by the President, and coordinated by a Vice-President for each of the regions. AMDIN is intended as a vehicle to build the capacity of those institutions responsible for developing public sector capacity across the continent. AMDIN was established to ensure that organisations responsible for capacity development of the public sector across Africa function optimally and are able to benefit from sharing resources and collaborating with one another. The overall objective is to facilitate the optimal functioning of African MDIs, PSTIs and PAIs by advocating for a conducive policy environment, strengthening the collective capacity of MDIs through exchange of knowledge and developing relevant skills of management, faculty and other employees.



AMDIN's core membership currently comprises 20 institutions from Anglophone, Francophone and Lusophone Africa.

The Kenya School of Government (KSG) is a state corporation established under an Act of Parliament (Act No.9 of 2012). KSG provides capacity development programs for the Public Service through training, research, consultancy and policy advisory services. Specifically, the School affords opportunity for development of leadership, managerial and other skills and competencies required in policy making and service delivery.

The United Cities and Local Governments of Africa (UCLG-Africa) is since May 2005, the umbrella Pan-African Organization and the united voice representing Local and Regional Governments (LRGs) in Africa and a Network of 54 National and Regional Associations of LRGs and more than 16.000 cities. It's the Regional Section of UCLG in Africa. The Headquarters of UCLG-Africa is based in Rabat, Kingdom of Morocco, where it's recognized as an International Organization with Pan-African local authorities' diplomatic status. The Vision of UCLG-Africa is "Building African Unity from the Driving African Development through the Grassroots", through several pillars of action, such as advocacy, empowerment, capacity building, technical assistance, and resources and partnerships mobilization. The arm of UCLG Africa for empowerment and capacity building is the African Local Government Academy (ALGA). ALGA vision is to anchor professionalism and performance at Local and regional Levels in Africa. ALGA vision is to anchor professionalism and performance at Local and regional Levels in Africa. It's main missions are:

- An accreditation and Quality assurance of Training Institutes and Programs targeting African LRGs;
- The design and dissemination of a blended Training offer based on a diverse methodology targeting local elected officials and territorial managers;
- Upgrading and modernizing Human Resources Management at local and regional level;
- LRGs and their management through the establishment of an Observatory of Human Resources of Local Governments;
- A training mission of elected officials and executives of LRGs, to improve their

- managerial capacity and their professional practices, through several programs and colleges, including the establishment of an e-learning Platform (the e-Academy of UCLG Africa);
- A mission of animation and empowerment of UCLG-Africa Networks.

Objective

The Symposium will bring together experts from schools of public administration, and institutes of training in Africa to discuss the importance of mainstreaming the Sustainable Development Goals (SDGs) into their curricula. The Symposium will also provide an opportunity to explore the challenges and successes in addressing the SDGs within the curricula of these institutions and help to identify innovative practices and lessons learned. It will create a platform for discussing ways to strengthen the capacity of African public administration schools and training institutes to effectively implement the SDGs.

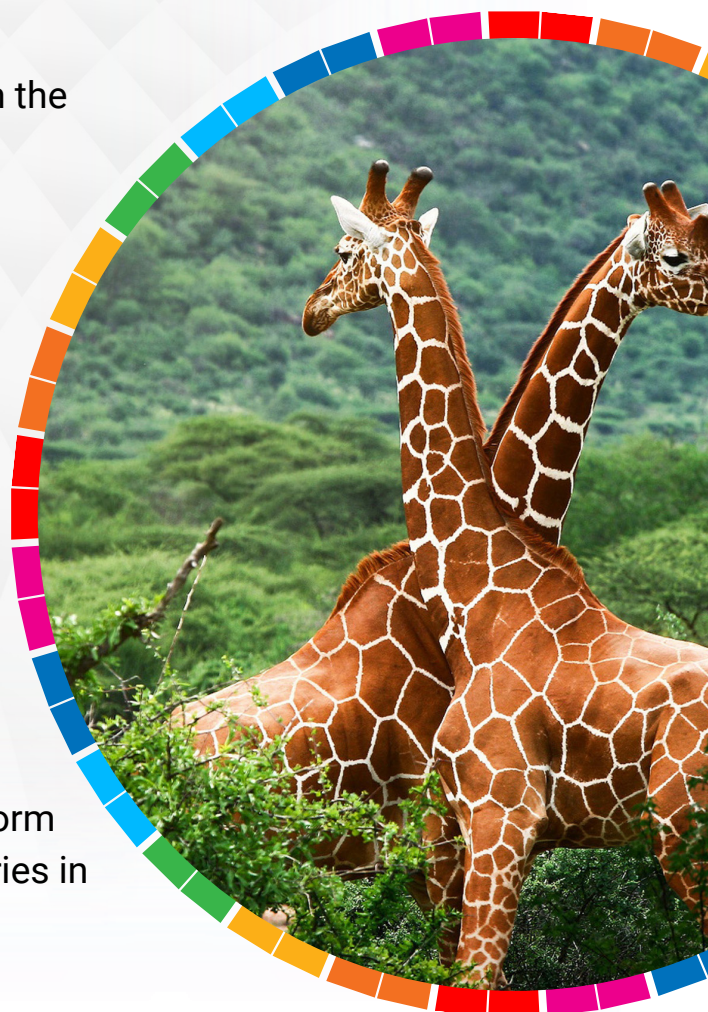
Africa faces numerous sustainable development challenges that range from climate change, loss of biodiversity, food insecurity, and high levels of poverty among others. African countries have put in place strategies and implementation plans geared towards addressing some of these challenges to achieve long-term development goals as defined in the UN 2030 Agenda and Africa Union 2063. Embedding sustainable development goals in the curriculum in an interdisciplinary and holistic manner is a strategy that can enable individuals to feel that positive steps can be and are being taken to address sustainable development challenges and that everyone has a part to play in making progress. Therefore, the symposium will create an opportunity for mutual learning among schools of public administration, and institutes of training in Africa and adoption of best practices in mainstreaming the SDGs into their curricula.

Thematic Focus and Structure

The Symposium will focus on the 2030 Agenda for Sustainable Development and the role that schools of public administration and institutes of public management can play in accelerating the implementation of the SDGs in Africa. During the first day, following an opening session, the Curriculum on Governance for Implementing the Sustainable Development Goals (SDGs), which was developed by UN DESA/DPIDG in 2021, will be launched in the African region, following a successful online piloting of one of the Curriculum toolkits, namely the toolkit on Transparency, Accountability and Ethics in Public Institutions, organized by UN DESA/DPIDG and KSG in March 2021. The Curriculum 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. The Curriculum can help equip public servants with the knowledge and capacities to effectively implement the SDGs. During the first day also progress made in mainstreaming the SDGs in national and sub-national courses of training institutes and schools of public administration in Africa are discussed in break-out groups following a presentation on the results from the 2023 survey on this topic will be presented.

During the second day, country experiences from the Africa region on mainstreaming the SDGs in the curricula of schools of public administration are presented. Also, the topic of how to enhance mainstreaming of the SDGs in the teachings of schools of public administration in Africa and modalities of collaboration are explored through interactive discussions.

The Symposium will feature presentations from experts and will provide an opportunity for participants to share their experiences and perspectives. It will include interactive elements, including small group discussions. Furthermore, the Symposium will provide a platform for sharing success stories from different countries in Africa.



Results

Expected results of the Symposium are the following:

- Increased awareness of progress made across Africa in mainstreaming the SDGs in the teachings of schools of public administration and institutes of public management.
- Enhanced understanding among schools of public administration in Africa of how to mainstream the principles of effective governance and the toolkits of the Curriculum of Governance for the SDGs into national institutes' courses.
- Strengthened capacity of public servants to mainstream the SDGs in their policies and strategies in the domain of the Curriculum on Governance for the SDGs.
- Enhanced capacity to mainstream the SDGs in the curricula of schools of public administration. One of the outcomes of the Symposium will be the preparation of a Guidance Note with recommendations on how to mainstream the principles of the 2030 Agenda and the SDGs at the national, regional, and global levels as well as Agenda 2063. This note could include reference to the content of curricula by highlighting key trainings that every curriculum should contain to address the SDGs; methodology of the trainings; and relevant reference material on the SDGs.
- Enhanced capacity to exchange knowledge among schools of public administration. One of the outcomes of the Symposium could be the establishment of a knowledge exchange network or working group among African public administration and training institutes that are committed to incorporating the SDGs into their curricula to promote knowledge sharing, capacity building, and mutual learning on the implementation of the 2030 Agenda and the SDGs.

Format

The Symposium will be conducted online via Zoom. Workshop materials will be made available online at publicadministration.un.org and unpan.un.org

Target Audience and Language

Schools of public administration and national institutes of training, and regional associations from Africa. The workshop will be conducted in English.

Date and time

The Symposium will be held on 2-3 May 2023, from 9:00-11:30 New York time (EDT)/ 16:00-18.30 Nairobi time.

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Day 1

Tuesday 2 May

Agenda

9:00 - 9:15 **Opening Session**

Moderator: Ms. Anni Haataja-Beeri, Governance and Public Administration Officer, Division for Public Institutions and Digital Government (DPIDG), United Nations Department of Economic and Social Affairs (UN DESA)

Opening Remarks

- Mr. Juwang Zhu, Director, DPIDG, UN DESA
- Dr. Najat Zarrouk, Director, Development Branch and African Local Government Academy, United Cities and Local Government of Africa, President, International Association of Schools and Institutes of Administration
- Mr. Andrew Rori, Deputy Director in charge of Learning & Development, Kenya School of Government on behalf of Prof. Ludeki Chweya, President of AMDIN, Director General and Chief Executive Officer, Kenya School of Government, Vice-President of IASIA for Africa

9:15 - 10:15 **Session I**
The Critical Importance of Mainstreaming the SDGs in the Curricula of Schools of Public Administration, New Mindsets and Competencies

Moderator: Anni Haataja-Beerli, Governance and Public Administration Officer, DPIDG, UN DESA

Why is mainstreaming the SDGs in the Curricula of Schools of Public Administration Critical for Advancing the 2030 Agenda for Sustainable Development? The UN DESA Curriculum on Governance for the SDGs

Ms. Adriana Alberti, Chief, PMCDU, DPIDG, UN DESA (15 min)

Overview of the Principles of Effective Governance for Sustainable Development

Ms. Saras Jagwanth, Inter-regional Adviser, DPIDG, UN DESA (10 min)

Progress made in implementing the SDGs, Regional perspective on why it is important to mainstream the SDGs

Dr. Bartholomew Armah, Chief of Planning and Renewal, UNECA (10 min)

Mentimeter (exercise) - How would you mainstream the SDGs into your courses, What topics are most needed to advance the SDGs? How would you engage your students? (10 min)

Moderator (5 min)

10:15 - 10:30 **Wellness break**

10:30 - 11:30 **Session II**

Progress made in mainstreaming the SDGs in national and sub-national courses or programmes of training institutes and schools of public administration in Africa

Moderator: Ms. Eunice Weveti, Kenya School of Government

Results from the 2023 Survey on Mainstreaming the SDGs in the Curricula of Schools of Public Administration in Africa

Ms. Stefania Senese, Programme Management Officer, DPIDG, UN DESA (7 min)

Creating an evidence-based mindset, Ms. Anna Mysliwiec, Policy Manager, J-PAL Global (7 min)

Questions & Answers (5 min)

Break-Out Groups (30 min)

Working Group 1 facilitated by Ms. Grace Gichuru, Kenya School of Government

Working Group 2 facilitated by Ms. Cristina Rodriguez Acosta, Interregional Advisor on Innovation and Digital Government, DPIDG, UN DESA

Working Group 3 facilitated by Ms. Stefania Senese, Programme Management Officer, DPIDG, UN DESA

Participants will break into three Working Groups to discuss the following questions:

- (i) What courses, partnerships, or case studies related to the SDGs, including, the Curriculum on Governance for the SDGs or other areas, has your school of public administration developed?;
- (ii) Have you developed courses or programmes on transformational leadership and changing mindsets for the SDGs?;
- (iii) What new areas have you identified for your future trainings?

Each Working Group will be moderated by a facilitator and select a rapporteur who will present a summary of discussion findings in the plenary session.

Reporting back in Plenary by each Working Group (10 min)

Closing of Day 1 - Moderator: Ms. Eunice Weveti, Kenya School of Government

Day 2

Wednesday 3 May

Agenda

9:00 - 10:00

Session I

Mainstreaming of the SDGS in Curricula of Schools of Public Administration in Africa: Country Experiences

Moderator: Ms. Anni Haataja-Beer, Governance and Public Administration Officer, DPIDG, UN DESA

Experiences from African countries (10 mins each):

1. Ghana - Dr. Patrick Tandoh-Offin, Dean of the School of Public Service and Governance
2. Kenya -Dr. Florence Kithinji on behalf of Prof. Ludeki Chweya, the Director General of the Kenya School of Government, Kenya School of Government
3. Malawi - Dr. Asiyati Lorraine Chiweza-Director General-Malawi School of Government
4. Namibia - Dr. Metusalem Nakale-Namibia Institute of Public Administration and Management

Public Service Innovations in Africa, Lessons Learned from UNPSA, Ms. Victoria Kim, Programme Management Officer, Public Service Innovation Branch, DPIDG, UN DESA (10 min)

Questions and Answers (10 min)

Mentimeter (exercise) - What is your one key take away from today's session?

10:00 - 10:15

Wellness break

10:15 - 11:05

Session II

How to enhance mainstreaming of the SDGs in the teachings of schools of public administration in Africa and modalities of collaboration, including through Training of Trainers among the schools of public administration and institutes of training?

Moderator: Mr. Antony Okeyo, Kenya School of Government

Break-Out Groups (30 min)

Working Group 1 facilitated by Ms. Grace Gichuru, Kenya School of Government

Working Group 2 facilitated by Ms. Cristina Rodriguez Acosta, Interregional Advisor on Innovation and Digital Government, DPIDG, UN DESA

Working Group 3 facilitated by Ms. Stefania Senese, Programme Management Officer, DPIDG, UN DESA

Participants will break into three Working Groups to discuss the following questions:

- (i) How to enhance mainstreaming of the SDGs in the teachings and curricula of schools of public administration?;
- (ii) How to nurture new mindsets for the SDGs and how to enhance modalities of collaboration? What kind of activity or support can you and/or your institution provide to advance the SDGs (expert presentations, co-teaching; sharing training material, best practices, databases etc)?;
- (iii) How can peer to peer learning network among schools of PA in Africa help mainstream the SDGs? How can the network be set-up and sustained?
- (iv) How to enhance modalities of collaboration, including with the UN and other regional associations and organizations?

Each Working Group will be moderated by a facilitator and select a rapporteur who will present a summary of discussion findings in the plenary session.

Reporting back in Plenary by each Working Group (15 min)

Closing of Session II - Moderator: Mr. Antony Okeyo, Kenya School of Government

11:05 - 11:15

Closing Session

Moderator: Anni Haataja-Beerli, Governance and Public Administration Officer, DPIDG, UN DESA

Closing Remarks:

Ms. Adriana Alberti, Chief, Programme Management and Capacity Development Unit, DPIDG, UN DESA

Dr. Prisca Oluoch, Director Linkages and Collaborations, Kenya School of Government on behalf of Prof. Ludeki Chweya, President of AMDIN, Director General & Chief Executive Officer of Kenya School of Government, Vice- President of IASIA for Africa



Annex II – Participant Feedback Survey Results

26 participants (11 females, 15 males) out of the 95 participants who took part in the Regional Symposium responded to the Participant Feedback Survey. Respondents came from Ghana, Kenya, Madagascar, Malawi, Morocco, Mozambique, Namibia, Nigeria, South Africa and Togo. 45% of the respondents come from a Least Developed Country, 15% from a Landlocked Developing Country, 5% from a Small Island Developing State and 35% from other. The respondents represent national governments, Schools of Public Administration/Institutes of Training, academic institutions and local governments.

84,6% of the respondents were very satisfied and 15,4% somewhat satisfied **with the importance and relevance of the topics discussed**. 73,1% were very satisfied and 26,9% somewhat satisfied with the **quality of the presentations as well as the discussions/interactions**. 76,9% of the respondents were very satisfied and 23,1% somewhat satisfied with the **registration process**. Regarding the **duration** of the Symposium, 46,2% were very satisfied, 50% somewhat satisfied and 3,8% neither satisfied nor dissatisfied. Regarding the **overall Symposium design**, 61,5% were very satisfied, 34,6% somewhat satisfied and 3,8% neither satisfied nor dissatisfied. 69,2% were very satisfied with the **overall delivery** of the Symposium and 23,1% were somewhat satisfied and 7,7% neither satisfied nor dissatisfied. 73,1% were very satisfied with the **technical aspects** (sound and video quality) of the Symposium and 23,1% were somewhat satisfied and 3,8% neither satisfied nor dissatisfied.

Overall, 62% of respondents were very satisfied and 38% somewhat satisfied with the Regional Symposium.

69,2% strongly agree and 30,8% agree with the statement that the Regional Symposium **enhanced their understanding of importance of strengthening the capacity of schools of public administration to train public servants on the SDGs**. 42,3% strongly agree, 46,2% agree and 11,5% neither agree nor disagree that the Regional Symposium **enhanced their understanding of the progress made across Africa in mainstreaming the SDGs in the teachings of the Schools of Public Administration**. 69,2% strongly agree and 30,8% agree that their **understanding of the importance of mainstreaming the SDGs in the curricula of schools of public administration** was enhanced by the Regional Symposium. 53,8% strongly agree, 38,5% agree and 7,7% neither agree nor disagree that the Regional Symposium **enhanced their capacity to exchange knowledge among schools of public administration in the region**. 61,5% strongly agree, 34,6% agree and 3,8% neither agree nor disagree that the Regional Symposium **increased their awareness of UN DESA's Curriculum on Governance for the SDGs and the Principles of Effective Governance and strategy guidance notes**.

Respondents **liked the most the following aspects** of the Regional Symposium:

- The presentation of the Toolkits, the presentation of National experiences, the use of Mentimeter.
- Presentations.
- The awakening of the need to strengthen the capacity of public administration schools in SDG matters.
- The interactive sessions.
- The fact that we should go beyond knowing to doing the SDG in our schools and countries.
- The networking aspect and presentations from different parts of the continent.
- The agenda.
- Informative discussions.
- The sharing of specific experiences by the Schools of Public Administration.
- Duration.
- The time was just right and still had time for my other work. The information was great and informative.
- Presentations and discussions.
- One stop shop-exposure to what is happening in other countries on the SDGs mainstreaming in the curricula in the Schools of Public Administration. 15 minutes was too short for presentation and assimilation.
- Sharing of information especially in breakout groups.
- The Curriculum on Governance for Implementing the SDGs and the platform for sharing success stories from different countries in Africa.
- Sharing of knowledge.
- Presentations and general organisation of event.
- The knowledge background of presenters and the importance of the topic.
- The ease of the transmission of the presenters.
- I liked the group discussions, which provided a platform for smaller groups to share more knowledge and experiences and for every member to actively participate in the forum.
- General organization and technology involved in managing of the Symposium breakaway groups were at their best despite short time.
- The breakout sessions.

Respondents noted that **the following could be improved:**

- Time was limited.
- If the Symposium was face to face it could have made more impact and interactions more effective.
- On the first day it was difficult to hear speakers albeit the second day was ok. Effort be made in future to enable all participants to hear and follow the deliberations/presentations.

- Improve on duration of the Symposium, provide opportunity for developing action plans for implementation after the Symposium. Appoint champions to advocate the implementation of action plans and resolutions of the Symposium.

The following **follow-up actions were suggested** by the respondents:

- Organize similar Regional Symposium in other languages (French, Arabic, Portuguese).
- Assessment of government school's curriculum in enhancing the SDG's.
- Carry out national and local follow-up actions for Schools of Public Administration and strengthen the need to integrate localized actions into the SDGs in these schools.
- Implementation and sustainability plans of recommendation
- Practice.
- More peer-to-peer training and support.
- An opportunity to read through some of the reports on work done so far.
- Mainstream SDGs initiatives in our programs.
- Disseminate recording the Regional Symposium.
- UN DESA to engage each of the Schools of Public Administration to help implement some of the suggestions for mainstreaming the SDGs into programs.
- Integration of real case studies in the presentations.
- Sensitization on the SDGs.
- A check in session will be great to get updates. Maybe in six months time. Also, it will be great to have one point access to the document that was discussed and mentioned. One link to everything will be great!
- Face to face discussions on best ways forward for capacity development of public administration schools of government.
- More workshops to showcase the implementation of SDG mainstreaming as almost all countries had not done so.
- Another meeting after at least 6 months where we can share experiences in mainstreaming SDGs i.e. challenges so far.
- Sending questionnaires concerning the implementation of the SDGs and knowledge check tests. Each participant/city needs technical assistance.
- A face to face seminar for the participants who attended the Symposium to evaluate the gains and achievement of the Symposium. The participants can develop a guideline manual for training on the SDGs.
- Follow-up and organise another event
- Follow-up with face to face symposiums to share progress and monitoring of decisions.
- Undertake data collection on the consideration of the SDGs in development policies with national and subnational governments. Set up a support mechanism for governments to integrate the SDGs into the curricula at the level of Schools of Public Administration.

- Another similar platform could be organized soon for participants to share their progress/milestones in terms of achieving the SDGs since the the previous forum.
- Realization.
- Implementation of action plans, benchmarking for improvement.
- Opportunities for partnerships to monitor the mainstreaming of the SDGs into national and local level program planning and implementation.

61,5% of respondents said they are very like to **apply what they have learned** in the Regional Symposium and 30,7% are somewhat likely with 7,6% neither likely or unlikely/other.

Respondents noted that **they themselves would take the following follow-up actions to implement the knowledge they have gained** during the Regional Symposium:

- Sharing all the presentation with UCLG Africa and AISIA members and partners Exploring with UN DESA/DPIDG how we can use the Curriculum on the SDGs for our Members and Networks Exploring with UN DESA/DPIDG if we can organize a Panel during AISIA annual and flagship event.
- The knowledge gained will be applied at the grassroots level.
- Share presentation with schools curriculum directorate to engage further with knowledge experts.
- Share the results of the Symposium with my hierarchical superiors to assist in decision-making and propose a technical work with the institutions that deal with schools of public administration.
- Inculcate the recommendations into the capacity building programmes of the Authority.
- Practice and workshops.
- I will inform other members to ensure we implement the SDGs. We are in the process of revising our curricula for 5 programmes. This initiative has come at the right time. We may need more support on how we can incorporate the SDGs from UN DESA.
- Undertake a reflection then see how to customise given that the existing programs may not be heavy on SDG's.
- Initiate a Centre to implement the SDGs. Appoint SDGs agenda.
- Use some of the content in my teaching curriculum.
- I will summarize and share key points for the Symposium with my HoDs, program Coordinators and entire faculty and administrative class to enable them to appreciate the need to mainstream the SDGs.
- Review the curriculum to reflect the need for good governance in the implementation of the SDGS.
- Sensitize other groups on the SDGs.
- Present the information to the rest of my department and identify modules that can be used to include the SDGs as a starting point.
- Seek partnerships and collaborations to achieve effective output.

- Monitoring how the curricula programmes align with Malawi 2063 national strategy.
- Convene a meeting with teaching staff in my institution.
- Build a monitoring dashboard.
- I will lobby for development of resource on training on the SDGs.
- Review of content to fit on the Agenda 2063
- Share experiences learned with various stakeholders.
- Monitoring and follow-up of the consideration of the SDGs in the actions of the Municipality.
- In my capacity, I'll endeavour to continually mainstream SDGs in organizational activities and even at a personal level.
- Sharing.
- Review training programs and undertake research in relevant areas.
- Incorporate the SDGs into the curriculum and course content development.

Respondents **were interested in capacity development support in the following areas**

(respondents could choose as many as relevant):

- Changing Mindsets in Public Institutions to Implement the 2030 Agenda for Sustainable Development (65%)
- Institutional Arrangements and Governance Capacities for Policy Coherence (57%)
- Transparency, Accountability and Ethics in Public Institutions (50%)
- Effective National to Local Public Governance for SDG Implementation (53%)
- Government Innovation for Social Inclusion of Vulnerable Groups (53%)
- Innovation and Digital Government for Public Service Delivery (50%)
- Risk-informed Governance and Innovative Technology for Disaster Risk Reduction and Resilience (46%)
- All of the above (50%)

Annex III - Photos

