

Learning Module 2: Territorial Planning to Achieve the SDGs

Learning Module 2: Territorial Planning to Achieve the SDGs

January 2019

The Trainer's Guide



*Empowered lives.
Resilient nations.*



Presentation	5
Trainer’s background and readings	5
Objective of the Module	6
Target audience	6
Structure of the Module	6
Technical information	8
Iconography	8
Complementary materials	8
Glossary	9
Chapter 1: Introduction to Localizing the SDGs	10
⊗ Exercise: Introductory Round	11
⊗ Exercise: Introduction to the workshop / survey /	11
🗨 Lecture: The SDGs at a glance	12
⊗ Exercise: Global goals and LRG competences	13
Chapter 2: Introduction to development planning processes	16
🗨 Lecture 1: Brief introduction to development planning process	16
🗨 Lecture 2: Key stages of the planning process	18
🗨 Lecture 3: Key cross-sectoral elements	22
Chapter 3: SDGs principles strengthening development planning process	26
🗨 Lecture 1: Local and regional development plans as catalysts for the achievement of the 2030 Agenda	26
⊗ Exercise: Planning as a catalyst for the achievement of the 2030 Agenda, and vice versa	27
🗨 Lecture 2: The SDGs principles for planning	29
⊗ Exercise: The Square — Applying SDG principles	31
🗨 Lecture 3: Alignment of current public policies to the SDGs	45
⊗ Exercise: Checklist of aligning the public policy cycle to the 2030 Agenda	47

	Chapter 4: Executing, Monitoring and Reporting local development plans based on the SDGs principles	50
🗨️	Lecture: Brief introduction to the implementation process	50
🔗	Tracking progress through the Brazilian indicators	52
	Module wrap-up	57
	Additional source of information	59
	General approach	59
	Planning	59
	Leave no one behind	59
	Integrated nature and policy coherence	59
	Multi-stakeholder participation	60
	Multi-level governance	60
	Monitoring, reporting, transparency and accountability	60
	Good practices by cities, regions and countries	60
	Others	61

Presentation

The Sustainable Development Goals (SDGs) were adopted in 2015 by the 193 member states of the United Nations. Local and regional governments (LRGs) are already implementing the SDGs in their respective territories, as 65% of the targets are already decentralized to them worldwide. Nevertheless, there is still much left to do as far as SDGs and the public policy cycle are concerned.

Following the valuable lessons learned from the conclusion of the MDG era, UCLG, UNDP and UN-Habitat have made a great effort to reach LRGs and foster their engagement in the achievement of the SDGs. In this process, the Roadmap for Localizing the SDGs drawn up by the Global Taskforce of Local and Regional Governments, UNDP and UN-Habitat offers LRGs a set of strategies that will enable them to take part in this process.

Another initiative carried out by UCLG, UNDP and UN-Habitat is the elaboration of the first Training Module on the SDGs, which has proved very successful so far in offering a first approach to the global goals and to create awareness about how the SDGs are a real tool for local governments all over the world. This success has also given place to the Training Module 3 on reporting to national reviews. These training Modules are permanently enriched with the LRG's innovative practices.

Trainer's background and readings

Trainers running a learning session based on this Module 2 need a solid knowledge on the 2030 Agenda and the localization process. We strongly recommend appointing trainers with at least 5 years of hands-on experience working at local or regional level and dealing with global agendas. It is likewise highly advisable to appoint trainers who have already worked on Module 1.

Before starting to use this Trainer's Guide we recommend you to read the following texts:

- ↳ *[Training Module 1: Localizing the SDGs / Introduction](#)*
- ↳ *[Training Module 3: Reporting to national reviews \(work in progress\)](#)*
- ↳ *[Roadmap for localizing the SDGs: Implementation and Monitoring at Subnational Level](#)*
- ↳ *[The Sustainable Development Goals: What Local Governments Need to Know](#)*
- ↳ *[National and Subnational Governments on the way towards](#)*

the Localization of the SDGs

- ↳ *HLPF Sustainable Development Platform*
- ↳ *Proposal for voluntary common reporting guidelines for the VNR*

Complementary documents

- ↳ *From MDGs to Sustainable Development For All: Lessons from 15 Years of Practice*
- ↳ *Local and Regional Voices on the Global Stage: our Post-2015 Journey*
- ↳ *Getting started with the SDGs in Cities: a Guide for Local Stakeholders*
- ↳ *Localizing the Post-2015 Development Agenda: Dialogues on Implementation*
- ↳ *Delivering the Post-2015 Development Agenda: Opportunities at the National and Local Levels*

Further documents are included at the end of this document as complementary material for the training.

Objective of the Module

This Module aims to stimulate a reflection on how the SDGs and the principles of the 2030 Agenda can be integrated into local development planning exercises. The goal is to inform participants on how SDGs can be instrumental for improving local development planning processes and, consequently, how local development planning can become a key driver for achieving the SDGs at all levels.

Target audience

The training is directed to LRGs and LRG associations (LRGAs) at political and technical level, as well as of other local governance actors who will replicate this training with LRGs representatives (representatives of states, international organizations and civil society organizations). Whenever possible, interested non-governmental stakeholders should be included in the training sessions, i.e. representatives of the private sector, civil society and academia.

Focus will be laid on strategic and integral, non-sectoral development plans with a territorial scope. Participants are supposed to have a sound understanding on local planning processes, be it in cities, provinces, regions or other levels. The Module is designed to stimulate a reflection on how the key principles of the 2030 agenda can help to improve local planning processes; hence, this is not a guide on how to do local development planning in each and every context.

Structure of the Module Trainer's Guide

This Trainer's Guide will support you in conducting a learning session about local development planning and the SDGs. The document is divided into four Chapters:

Chapter 1: Introduction to localizing the SDGs

This Chapter offers a brief introduction to the SDGs and the localizing process. The length and depth of the presentation of this Chapter can be modified in accordance with the level of the trainees, which will be assessed through an initial survey.

Chapter 2: Introduction to development planning process

Short introduction to key concepts of development planning with a focus on integrated development plans.

Chapter 3: SDGs principles strengthening development planning process

This Chapter explores how the SDGs can inspire and improve local development planning processes. It highlights various SDG principles and explores their relation with key stages of the planning process. It offers guidance on how local development planning can be aligned with the SDGs.

Chapter 4: The implementation process - executing, monitoring, evaluating and reporting local development plans based on the SDGs principles

The implementation process with the SDGs comes into play when the planning process is finalized. This Chapter briefly presents the execution, monitoring, evaluating and reporting stages for the alignment with the 2030 Agenda. Moreover, it gives special attention to the way how monitoring is carried out through tailor-made indicators.

Chapter 5: Module wrap-up

This Chapter presents a wrap-up of what trainees have learnt throughout the Module and encourages them to apply what they have learned and contribute to sustainable development in their own territories.

Each of these Chapters is designed as an independent learning module divided into shorter units so that you can tailor content and methodology to your respective context (recommended are 4 to 8h long trainings), depending on the participant's subject knowledge, experience, number etc. The different contents, which are more practical than theoretical, are adaptable to the reality, needs and aspirations of the trainees as well as to the political, economic, social and cultural environment of their territory.

At the same time, the Chapters present real case studies and best practices from different regions of the world with the main aim of offering a practical view based on success stories, but also as a way to encourage LRGs to embark on decentralized cooperation experiences, as pointed out in the Roadmap.

We encourage you to use all the tools and resources proposed in the Trainer's Guide to design your own sessions and adjust them as much as possible to your local context. There are no two identical audiences, nor learning experiences, so feel free to adjust the proposed tools to the needs and expectations of your participants.

Technical information

The optimum size of the group for a training based on this methodology is **10 — 16 people**. For bigger groups we strongly recommend having two or more trainers, especially for the exercises that require moderation.

The space where you will run the learning session should be equipped with a projector, wi-fi (it is needed to play videos) and a flipchart. It should have movable chairs and tables so that you can easily rearrange the room for exercises. This will also allow the participants to sit and move according to their needs.

Iconography

Throughout the Trainer's Guide you will see a series of icons, usually displayed on the left margin, that will help you find the information more easily and move along the Chapters. Learning materials are divided into two general categories: lectures and exercises, and they are marked with the following icons:



Lecture



Exercise

Every lecture and exercise is accompanied by additional icons. Apart from the icons, on the left margin you will also find tips and information as to whether any previous preparation is needed, like printing, cutting materials etc.



Time

it shows estimated times



Slides

it shows which slides should be used



Resources

It indicates resources: publications, videos etc.



Handout

it shows which handouts should be used

Below each section you will find additional resources such as links to useful publications, videos and websites.

Complementary materials

This Trainer's Guide is accompanied by complementary materials:

Initial survey that you will have to address at the participants of the training in order to get an overview of the knowledge they have about the SDGs and the localizing process. Based on the results, you will assess if a deeper intro-

duction about the SDGs is required or, on the contrary, you can go straight to the contents of this Module.

Presentation with a visual support for the training based on the Trainer's Guide key information and graphics. The presentation is accessible in PowerPoint format, which makes it easy to adjust to every learning session.

Handouts for the participants with exercises, key information, summaries of the different Modules etc.

Every exercise or lecture in the Trainer's Guide is accompanied by the information on the margin with an indication of correspondent slides and handouts. When preparing your learning session, bear in mind that the handouts need to be printed in advance.

Glossary

CSO – Civil Society Organization

ECOSOC – United Nations Economic and Social Council

HLPF – UN High-Level Political Forum on Sustainable Development

LRG – Local and Regional Government

LRGA – Local and Regional Government Association

MDG – Millennium Development Goal

SDG – Sustainable Development Goal

UCLG – United Cities and Local Governments

UNDP – United Nations Development Programme

UN-Habitat – United Nations Human Settlements Programme

VNR – Voluntary National Review

Chapter 1: Introduction to localizing the SDGs

Learning outcomes

- Improving knowledge of SDGs
- Understanding of the concept of Localization of SDGs
- Understanding of the current stage of the localization process

Trainer's insights

Decentralization — the transfer of authority and responsibility for public functions from the central government to subordinate or quasi-independent government organizations and/or the private sector — is a complex multi-faceted concept. Different types of decentralization can be distinguished with different characteristics and policy implications, hence a given territorial governance system and corresponding national-regional-local linkages must be analyzed in their context. Therefore, to start the course, it is fundamental that the trainer has a clear idea on governance arrangements in the country and the given territory, national as well as local planning systems, as well as institutional arrangements for SDG implementation.

Some documents that might help the trainer to contextualize the situation are:

- ↳ *Voluntary National Reviews*
- ↳ *UCLG's GOLD reports*
- ↳ *UCLG's report "National and sub-national governments on the way towards the localization of the SDGs"*
- ↳ *UCLG's Global Observatory on Local Democracy and Decentralization*
- ↳ *Diagnostic Tool to Support the Localization of the SDGs at Subnational Level in Asia Pacific*
- ↳ *Rapid Integrated Assessment (RIA). Tool to facilitate mainstreaming of SDGs into national and local plans*
- ↳ *SDG Accelerator and Bottleneck Assessment*

**Exercise****15 min**

Introductory round (optional)

Learning outcomes

- Presentation of the participants
- Reflection on the level of knowledge of the Agenda 2030 and the importance for the trainees' cities/regions

We recommend you to start a training with an introductory round. It will help you better understand the group profile and to break the ice between you and participants.

For groups up to 15 people: Round of questions. Ask everyone to quickly comment on following questions: 1. Present yourself briefly. 2. Are you familiar with 2030 Agenda? 3. Why are the SDGs important to your city/region?

For groups larger than 15 people: Hand in post-its to every participant and ask to write down one word that they associate with the SDGs, for example: challenging, complex, global. Ask everyone to come one by one to the board and place the post-its with their answers. Place your own answer and read out loud all the responses.

**Exercise****10 min**

Introduction to the workshop / survey /

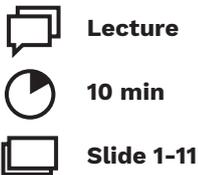
Learning outcome

- Review of the trainees' knowledge of the Agenda

At this point in time, everyone should have heard about the existence of the SDGs, but each person might be more or less familiar with them, or might have worked on them in a more or less intense manner. Before going deeper into guiding your trainees through **translating the SDG principles into local and regional plans**, it is important to remind you that you should be aware of the level of the participants on the 2030 Agenda in order to run this training session. We recommend you to send all the participants a survey some days before the session starts. The aim of this survey provided as a complementary material is not to evaluate each of them individually but to have an idea about the level of knowledge/expertise you will find (for which reason the survey is anonymous).

If, after reviewing the level of the trainees through the initial survey and/or once the training has started, you believe that this introduction on the SDGs is indeed necessary, we recommend you to resort to the [↳] [*Training Module 1*](#), where you will find plenty of resources that will help you.

We recommend that you put special emphasis on the fact that SDGs are a tool that can help LRGs to deliver better to citizens, as they provide a framework to plan more appropriately, establish priorities and, moreover, monitor and show progress over time.



The SDGs at a glance

Learning outcome

- First insight about the 2030 Agenda and the localization process

Trainer's insights

The Sustainable Development Goals (SDGs) are an ambitious set of 17 goals and 169 targets that were defined and developed through an unprecedented dialogue among UN Member States, local and regional governments, civil society, the private sector, and other stakeholders.

The following video is a good summary of the 2030 Agenda and can serve as an introduction to the workshop:

↳ [*We the people*](#)

For more information on each specific goal, click ↳ [*here*](#).



What does localizing mean?

Localizing refers to the process of adapting, implementing and monitoring the SDGs at the local level, within a specific territory (region, city, province...). Localizing the SDGs implies giving a leading role to the LRGs that are the ultimate responsible actor for managing those territories.

Localization implies taking into consideration the local needs as key to achieve the 2030 Agenda, where local communities are able to set their priority goals and targets, determine the means of implementation and adapt indicators to measure and monitor progress.

Localizing the SDGs involves a process of defining, implementing and monitoring strategies at the local level for achieving global, national and territorial sustainable development goals and targets. This entails concrete mechanisms, tools, innovations, platforms and processes to effectively translate the development agenda into results at the local level. It also implies embedding the global goals into local strategies and fostering synergies across sectors and actors at the local level. It requires establishing environments that unlock the development potential of local and regional governments and local

stakeholders by creating an enabling institutional framework at all levels and by localizing resources and ensuring territorial approaches for sustainable development.

To sum up, localizing the SDGs relates both to:

- How local and regional governments and other local governance actors can critically contribute the overall achievement of the SDGs
- How the SDGs can provide a framework for local development policies that all SDGs and, particularly, the SDG 11 on sustainable cities and human settlements

Why does localizing matter?

While the SDGs are global, their achievement will depend on our ability to make them a reality in our cities and regions. All of the SDGs have targets directly related to the responsibilities of local and regional governments, for example to their role in delivering basic services but also as regards political leadership, strategic planning for the integrated delivery of sectoral programs etc. That is why local and regional governments should be at the heart of the 2030 Agenda.

The achievement of the SDGs depends more than ever on the ability of LRGs to promote integrated, inclusive and sustainable territorial development. As stressed in the Synthesis Report of the UN Secretary General, many of the investments to achieve the Sustainable Development Goals will take place at the territorial level and be led by LRGs.

Resources:

- ↳ [*Localizing the SDGs*](#)
- ↳ [*UNDP Report “Transitioning from the MDGs to the SDGs”*](#)
- ↳ [*Sustainable Development Knowledge Platform*](#)
- ↳ [*SDGs. Changing the world in 17 steps. The Guardian*](#)
- ↳ [*Toolbox for Localizing the SDGs*](#)

Global goals and LRG competences

Learning outcome

- Recognition of the way the 2030 Agenda is closely linked with local realities.

Divide trainees into 8 groups and give each group one SDG target to work on. In handout 1 you will find 8 sheets with different SDG target each. Print them out and distribute 1 sheet to each group.

The choice of the SDG targets used in the exercise is based on the differences in the levels of government concerned. Some targets concern national governments in a more direct manner, others should be addressed by LRGs, and some others require the joint work of all levels of government. With this choice we aim to stimulate debate. In the following link you will find ↳ [*all targets*](#).



Exercise



15 min



Slide 12-13



Handout 1

Tip: You can change the targets in the table to adjust them to the realities of the trainees. Encourage them to think about real cases as this will help them come up with the solution.



Handout 1

Global goals & local competences

SDG TARGETS



4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

**LRG competences,
public policies &
actions**

**Department(s)
in charge**

**Other levels
of government
concerned**

**Local stakeholders
concerned**

**Challenges
& Opportunities**

Handout 1B



20 min

Exercise timeline

Work in groups: Ask each group to discuss internally the table below and to fill it in with the agreed answers. It might happen that trainees have very different experiences from their local realities and it will be hard to come up with answers that reflect everyone's realities. In such case foster a group debate on the differences. You can ask a group to focus on one example to fill



10 min

Tip: If you see that group debates are taking a long time but they are enriching, let trainees continue debating and then for the wrap-up go straight to the challenges and opportunities.

the table or simply hand in more empty tables if they want to reflect different local scenarios.

Wrap up the exercise: Ask each group to briefly explain the internal debates they had while working on the exercise. After each presentation, stimulate a short reflection on the interconnection of the targets and the difficulty to work in silos in the framework of the 2030 Agenda by asking the following questions:

- The vast majority of the 169 targets are directly linked to LRGs' competences. Looking at the given examples, do you think that we are talking about exclusive competences or shared competences? What public policies have been adopted and what actions have been taken in your territory in this sense?
- Do you think that meeting the goals requires strong cooperation between the LRG's departments? How can we foster this collaboration? Do you know of any mechanism in your organization that promotes joint work amongst different departments?
- According to the target, list the different levels of government which have (shared) competences on the issue and explain which mechanisms have been set up in your country to guarantee coordination and complementarity between these different levels of government.
- How can you engage local stakeholders in the process? Which local stakeholders would you involve?
- What challenges might a LRG encounter when doing this exercise (i.e. lack of financial resources to engage local stakeholders, blurry distribution of competences...)? What opportunities and ideas for change can we extract from the implementation and achievement of each target?
- **Tip!** If you see that group debates are taking a long time but they are enriching, let trainees continue debating and then for the wrap-up go straight to the challenges and opportunities.

Chapter 2: Introduction to development planning processes

Learning outcomes

- Understanding of the key concepts of development planning processes, including its stages and key tasks

Brief introduction to development planning process

Learning outcomes

- Introductory understanding of development planning processes
- Capacity to use common vocabulary of development planning processes

Before going deeper into the processes of aligning development plans with the SDGs, you should make sure there is a common understanding of the planning process amongst your trainees. As pointed out decentralization as well development planning systems might vary considerably from one territory to the next. It is however important to agree on basic key steps, terminology, etc. for a successful implementation of the Module.

Trainer's insights

The main idea of this Module is that, for the successful implementation of the SDGs, their inclusion and mainstreaming into national and territorial policies, plans and strategies is crucial.

The SDGs can be included in all the different stages of the policy cycle process. This means that, regardless of the stage that the trainees are currently in, they should be able to align their initiatives to the SDGs in any stage as it is very likely that they will have to develop this process in other stages of the planning and implementation processes in the future.

In this Module 2 we will focus on strategic and integral non-sectoral plans.



Lecture 1



15 min



Slide 14-15

What is planning?

UNDP defines planning as the process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve those goals. It is important to note that planning involves looking at a number of different processes:

- Identifying the vision, goals or objectives to be achieved
- Formulating the strategies needed to achieve the vision and goals
- Determining and allocating the resources (financial and other resources) required to achieve the vision and goals
- Outlining implementation arrangements, which include the arrangements for monitoring and evaluating progress towards achieving the vision and goals

There is an expression that “failing to plan is planning to fail”. Not having a plan—whether for an office, program or project—is in some ways similar to attempting to build a house without a blueprint, that is, it is very difficult to know what the house will look like, how much it will cost, how long it will take to build, what resources will be required, and whether the finished product will satisfy the owner’s needs.

Different typologies of planning at local and regional level

Planning can be done in many different ways. Planning can be done in an integral, strategic manner, encompassing the different fields of action and involving all areas of the LRG with aims in the short, medium and long term (strategic plans), while they can also be sectoral and aim at tackling a specific field of action (e.g. environment, education, gender equality). Although in the latter case several departments might be involved in the implementation of specific actions planned, it is usually one department or area that centralizes the implementation of the plan.

Planning can also be carried out by virtue of a government plan that suits the government’s ideas and priorities, and with a validity that finishes at the end of the term of office. Or it can be carried out as a plan that does not coincide with the political cycle but, on the contrary, overlaps two consecutive terms of office, thus making the involvement of the opposition political forces and that of the citizenship and territorial stakeholders more crucial.

Finally, the territory of intervention of a plan might be that of a LRG (local plan) or include the territories of several neighboring LRGs that join forces to tackle one or several specific problems (territorial plan).

↳ *The United Nations Center for Regional Development (UNCRD)* defines “integrated development planning” as: “founded on a territorial and spatial approach to development. It is a process of planning that can transcend sectors as well as administrative or jurisdictional boundaries to pursue holistic and integrated approaches to sustainable development at sub-national levels. The approach is multi-scalar so as to cover the environmental, social, and economic issues that are being addressed at the appropriate planning and management scale, promoting the required articulation of the different scales.

Tip: During the lecture try to engage participants as much as possible. For example, ask them about their LRGs’ plans. If they mostly refer to urban plans, open a broader discussion on the variety of plans (strategic, development or sectoral plans) and territorial scale (neighborhood, city, metropolitan or regional plans).

IRDP enables addressing the existing interdependencies and complementarities between the territories (city-regions, urban agglomerations, systems of cities, and urban and rural linkages), which are mutually related through complex exchanges of materials (resources), services (including environmental services), energy, information, and population.”

South Africa has also defined “integrated development planning”: it is a super plan for an area that gives an overall framework for development. It aims to coordinate the work of local and other spheres of government in a coherent plan to improve the quality of life for all the people living in an area. Consequently, it considers the existing conditions and problems taking into account that it is an individual exercise based on the particularities of the territory. In South African towns and cities, for example, current planners have to deal with the situation left by Apartheid: racially divided business and residential areas; bad planning to cater for the poor - with long travelling distances to work and poor access to business and other services; great differences in level of services between rich and poor areas, and sprawling informal settlements and spread out residential areas that make cheap service delivery difficult.

Integrated development planning also considers the resources available for development and looks at economic and social development for the area as a whole. It also sets a framework for how land should be used, what infrastructure and services are needed and how the environment should be protected. At District Council level, a framework will be developed in consultation with all local municipalities within the district. This framework will ensure coordination, consultation and alignment between the district council and local municipalities. The framework will guide the development of the IDP Process Plan for each local municipality.

For more information click ↪ [here](#).



Lecture 2



15 min



Slide 16

Key stages of the planning process

Learning outcomes

- Understanding of the key stages of any planning process and the different tasks that compose them

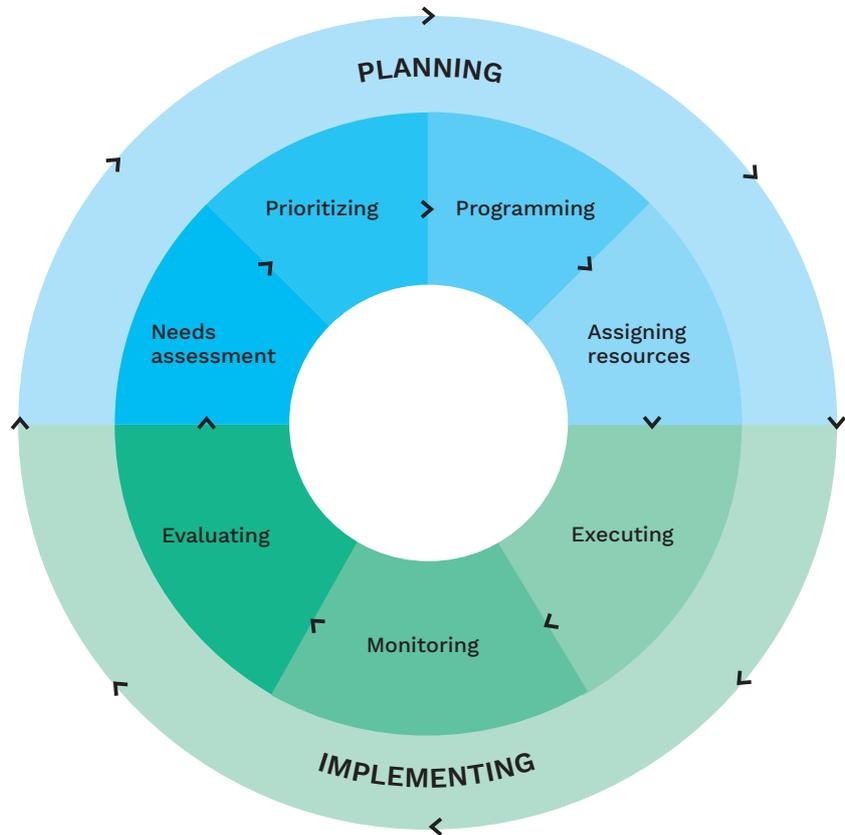
Once the definition of planning is clear for everyone, introduce the Public Policy Cycle and its key stages.

Trainer’s insights

The perspective that we propose in this Module is the circular process of development of public policies, where one stage depends on the previous ones and the entire process needs constant revisions and adjustments.

There are different stages and key tasks that are necessary in any planning process. Here is a brief explanation of each of these key stages and their tasks.

Public Policy Circle



Key stage 1: Needs assessment ¹

In order to set local priorities, a **diagnosis** of the current situation should be developed. With the aim of identifying the main needs, priorities, gaps and cross-sectoral linkages of the territory and their relationship with the SDGs and national priorities, it is necessary to review existing strategies and plans, identify areas for change and then compare against the global SDGs and targets to identify gaps and provide the basis for these areas for change. This should help determine a baseline diagnosis of the social, economic and environmental context in line with the 2030 sustainability agenda. The needs assessment should also include a **stakeholder mapping**, that is, an analysis of the different stakeholders, both external and internal, who may have an interest in, influence upon or importance for the initiative. The mapping needs to be as broad as possible in order to leave no one behind.

¹ Needs can be defined as the gap between what is and what should be. A need can be felt by an individual, a group, or an entire community. It can be as concrete as the need for food and water or as abstract as improved community cohesiveness. Resources, or assets, can include individuals, organizations and institutions, buildings, landscapes, equipment -- anything that can be used to improve the quality of life. For more detailed guidance on how to conduct a local needs and resources assessment see the Toolkit of the University of Kansas: Developing a Plan for Assessing Local Needs and Resources.

Local and regional governments should ensure that their priorities are relevant and locally-owned, and include the needs, priorities and interests of the different local stakeholders, including minorities and vulnerable groups in order to leave no one behind. It is important to establish comprehensive **data collection and data management mechanisms** as well as to ensure that **territorial data** are collected. The establishment of data collection systems at local and regional level is a fundamental in order to disaggregate information “by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in the national context” (SDG target 17.18).

An **analysis of the national framework** from a legal, political and social point of view is also necessary in order to ascertain what laws and policies are favorable to the LRG’s actions or a hindrance to them. This is all the more important for those LRGs whose public policies are determined by the public policies adopted by the superior tiers of governments. Finally, the needs assessment should include an **analysis of the resources** that are available for the new plan, that is, financial resources (own resources, transfers, further sources of funding such as those offered by philanthropies etc.), technical resources as well as human resources, at both a technical and a political level in order to be very conscious of what is doable and achievable and what is not.

The needs assessment should consequently reflect the current overall situation as regards the SDGs individually or, at least, based on the three pillars of the 2030 Agenda: the economic, the social and the environmental pillars (and, if possible, the cultural one).

Key stage 2: Prioritizing

While the “indivisibility” of the Agenda calls for an integrated approach, implementing the 2030 Agenda will require some level of prioritization as not all goals and targets can be achieved at once. There are different criteria for prioritizing, based on quantitative evidence and methods, on political decisions and consultations, or on a combination of both kinds of resources:

- Meeting basic needs first in order to address the unfinished business of the MDGs
- Working on priorities that fall into the competences of the department or area concerned
- Prioritizing those goals that are easiest to achieve (that is, going after the low hanging fruit, although it is not recommendable)
- Determining specific substantive priorities such as addressing poverty, inequality, social exclusion etc.
- Creating interactions between substantive priorities/accelerator interventions: interventions that trigger progress across a range of goals/targets and across different sectors
- According to the availability of resources

Thanks to the diagnosis the LRG should be able to ascertain the degree of achievement of the SDGs and the work that is still left to do in this sense. The deeper this analysis, the easier it will be to **determine the priorities** of the territory, along with the **expected results, general aim, goals and targets**.

Tables, graphs etc. should be used in order to show the way these priorities, results, aim, goals and targets are supposed to contribute to the achievement of the SDGs.

Key stage 3: Programming

The **definition of more specific lines of intervention** should be based on all outputs obtained from the implementation of the previous key tasks and, particularly, the definition of priorities (goals, targets, results) aiming for the achievement of the SDGs. Defining lines of intervention requires using integrated systems thinking: incorporating the recommendations and the insights from the above steps into detailed strategies and plans while matching ambition and commitments with resources and capacities. The priorities set during the Key stage 2 disaggregated into a general aim and several specific goals or objectives now should be disaggregated into strategic lines or lines of intervention, each of them composed of specific action lines and activities.

These action lines should be **scheduled** throughout the time span during which the plan will be enforceable. It is also at this stage that **indicators** for each action line or activity should be developed, in line with the UN global indicator framework. For this, LRGs should first adapt this framework to the local realities (the framework was conceived thinking of the national level of government) and then determine to what extent this indicator is useful for the **monitoring and evaluation** of the set priorities, aims, goals, lines of intervention, action lines and activities or, on the contrary, other more adjusted indicators are needed.

As said before, the establishment of data collection systems at local and regional level is a fundamental in order to disaggregate information “by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in the national context” (SDG target 17.18) and to monitor processes and results through indicators. Local and regional governments should define these indicators according to their data collection capacities, including their human resources and technological facilities. Indicators should also take into account the diversity of territories. Thus, in line with the SDG motto of “leaving no one behind”, they should include social groups at risk of exclusion (that is, groups that usually fall far below the average indicators). Similarly, territories with special circumstances such as fragile, conflict-affected, landlocked or less developed territories or small islands might need to include additional indicators to better reflect and monitor their specific circumstances and needs.

A clear framework, agreed among the key stakeholders at the end of the planning stage, is essential in order to carry out monitoring and evaluation systematically. This framework serves as a plan for monitoring and evaluation, and should clarify, amongst others, what is to be monitored and evaluated; the activities needed to monitor and evaluate; who is responsible for monitoring and evaluation activities; when monitoring and evaluation activities are planned (timing); how monitoring and evaluation are carried out (methods); what resources are required and where they are committed, as well as the identification of relevant risks and assumptions in carrying out monitoring and evaluation.

Cooperation agreements signed by different levels of government are basic to ensure the exchange of information. A "data revolution" should be promoted to contribute to the monitoring and achievement of the SDGs. Making use of new opportunities offered by ICTs, smart technologies should be explored as well. Universities, research centers, and even NGOs and the private sector can help in the task of collecting, monitoring and analyzing data. LRGs should also consider setting up joint initiatives to create strong territorial mechanisms supported by independent review processes. When resources and capacities do not allow for the creation of territorial mechanisms, LRGs should ensure that the national authorities collect data from all the different territories in a comprehensive manner.

The programming stage is the most appropriate moment to think in a parallel manner about the **communication strategy** that will be launched in order to let local, national and international stakeholders know about the initiative (according to the scope of the initiative) in line with an **awareness-raising strategy**. An **advocacy action** might also be necessary to achieve the purpose.

Key stage 4: Assigning resources

Assigning resources to the strategic plan is the fourth and last step of the planning process. It refers to budgeting and allocating all those economic, human, material and technical resources that have been quantified in the needs assessment. As regards human resources, it is essential to achieve their commitment as well, which can be worked on through the strengthening of their capacities at the beginning and throughout the process. It is also important to think of mobilizing both public and private resources. The definition of budget, department in charge, monitoring indicators etc. should be done from the lowest lever (action lines and/or activities) up.

Assigning resources should also include the idea of establishing mechanisms that aim at improving management capacities, which is sometimes a big hindrance to the correct execution of the budget. Mechanisms to prevent fraud and corruption are also essential when it comes to allocating resources.

Key cross-sectoral elements of the planning process

Learning outcomes

- Understanding of the concept "key cross-sectoral elements of the planning process" and the reason why they are called so



Lecture 3

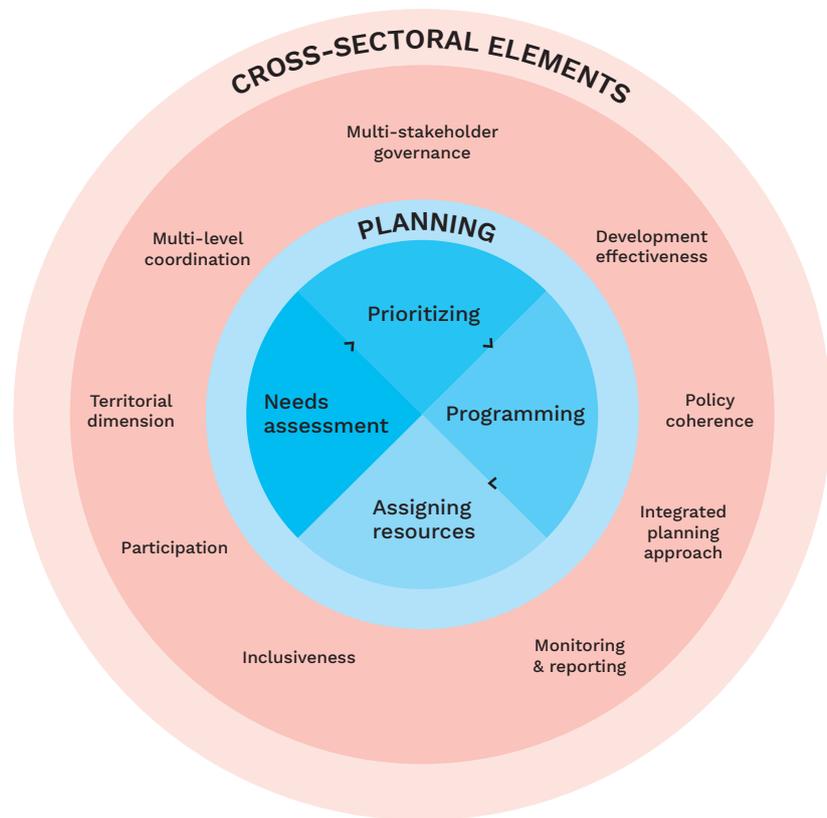


10 min



Slide 17

Key cross-sectoral elements of the planning process



Needs assessment

- Mapping stakeholders
- Diagnosis
- Data collection mechanisms
- Data management mechanisms
- Use of territorial data
- Analysis of the national framework
- Analysis of the resources

Programming

- Definition of lines of intervention
- Scheduling
- Definition of monitoring and evaluation mechanisms
- Communication strategy
- Awareness-raising strategy
- Advocacy strategy

Prioritizing

- Determination of priorities
- Establishment of expected results, general aim, goals and targets

Assigning resources

- Budgeting
- Assigning economic, human, material and technical resources
- Mobilization of public and private resources
- Commitment of human resources
- Strengthening of capacities

Key cross-sectoral elements are present throughout all stages of the planning and implementation process.

Firstly, any planning process needs to take into account the needs, priorities and potentialities of both the local stakeholders and the territory itself. This is why **participation** of the different stakeholders is a requirement, as much as managing any conflict of interests that might arise amongst them. Ensuring **inclusiveness** in order to reach all those citizens and actors who are usually not very visible and lack a strong representation at local level (women, children, disabled people, marginalized groups). Also all territories should be represented and empowered, placing the **territorial dimension** or territorial approach at the core of any local planning process.

Given that all these needs, priorities and potentialities are diverse and can be tackled from a number of different angles, an **integrated planning approach** is required to ensure that all dimensions are considered through a cross-sectoral (or integrated) perspective and that all LRG departments are involved in the planning process. **Policy coherence** ensures that all plans, programs and policies integrate the economic, social, environmental dimensions of sustainable development and their related governance. Hence it is necessary to involve as many different departments as possible in the planning exercise to achieve the LRG's main goal: integrated local development.

Multi-stakeholder participation should be encouraged aiming to bring all local actors together to participate in the dialogue, decision making, and implementation of solutions to common problems or goals. Likewise, **multi-level articulation** is required at all times in order to coordinate the different tiers of government according to their competences, tasks, resources etc. All of this, without forgetting the need to contribute to the achievement of development objectives and expected development results in the LRG's own territory as well as in developing territories (in what has been called **development effectiveness**).

Monitoring and reporting will contribute, in the first place, to assess the degree of achievement of the goals and targets set, along with the calendar, budget and other related issues, and, in the second place, to take the necessary measures to redress any deviation detected in order to ensure proper results. Monitoring and reporting are intrinsically related to transparency and accountability inasmuch as they allow holding the LRG to account by offering comparable, timely and accessible information on the implementation of the public policies concerned.

SDG in the policy cycle — the case of Muenster housing policies

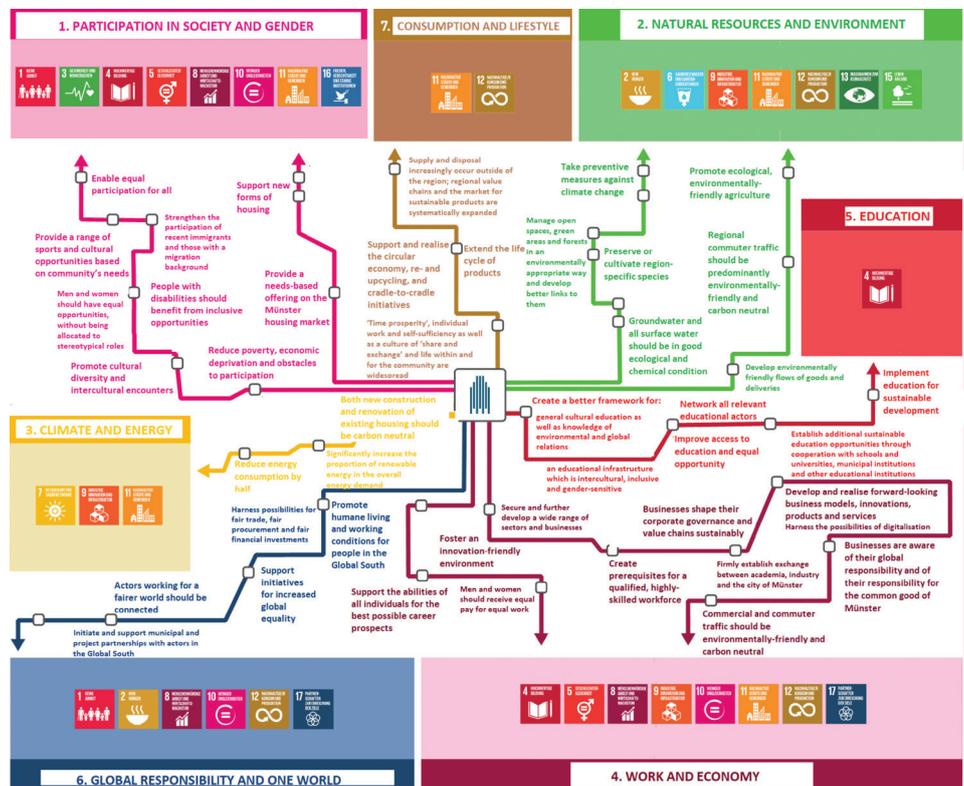
The intermediary city of Muenster in North Rhine Westphalia, Germany with 310000 inhabitants and annual growth rate of 2% is home to an important university and several other educational institutions and counts on 25% of student population. One of the main challenges is the housing (rental) market.

Active stakeholders and municipal manager developed the Muenster sustainability strategy since 2016. It was shared with all departments and later discussed by all parties of the municipal council that will decide on budget

end of December 2018.

The process allowed innovative views to municipal task and public services, and increase impact of policy priorities through interdisciplinary cooperation. As shown in the graphic below, for example local housing policies are aligned to 5 (a-e) of 7 strategic SDG work areas of Muenster:

1. Housing policy contributing to participation and gender: Provide needs based offering of the Muenster housing market supporting new forms of housing. The innovative project partnership „housing for help“, is already bringing together elderly homeowners and young people exchange rent with volunteering Work.
2. Housing policy contributing to natural resource and environment: Manage open spaces, green, forest areas in environmental appropriate way, and develop better links to them. Public space and parks already encourage cycling and walking
3. Housing policy contributing to climate and energy: New housing and renovation of housing should be carbon neutral to reduce energy consumption by half. The 300 new social housing units per year are already fulfilling this criteria
4. Housing policy contributing to work and economy: commuters traffic should be predominantly environmental friendly and carbon neutral.
5. Housing policy contributing to consumption and lifestyle: regional value chains and the markets for regional products are systematically expanded.



Source: ↳ *Stadt Muenster*

Chapter 3: SDG principles strengthening the development planning process

Learning outcomes

- Understanding of the link between the SDGs and the development planning process (goals, key stages and key tasks)
- Approach to the SDGs principles in order to inspire better planning processes

Local and regional development plans as catalysts for the achievement of the 2030 Agenda

Learning outcomes

- Understanding of the linkages between the SDGs and local development planning processes

The link between territorial planning and SDGs has a double dimension. As it has been repeatedly stated, the achievement of SDGs will require strong engagement and participation of LRGs. A very large part of the targets defined to achieve the SDGs are linked to competences and responsibilities allocated to them by the legal frameworks of most countries in the world. LRGs are in close contact with the territory, they know its idiosyncrasy, the needs and aspirations of its citizens and local stakeholders and they can lead the contribution to the 2030 Agenda. Therefore, policies and strategies addressed by LRGs, and the plans defined to implement them, will be the catalyst for the achievement of the 2030 Agenda at territorial level.

However, the SDGs, as a roadmap to achieve sustainable development, have to be considered key for carrying out better, more integrated and sustainable planning processes, and thus, for elaborating more effective and results-oriented public policies at territorial level. The process of aligning development plans to the SDGs is a good opportunity to review and improve these plans.



Lecture 1



10 min



Slide 18-20

**Exercise****30 min****Slide 21**

Planning as a catalyst for the achievement of the 2030 Agenda, and vice versa

Learning outcomes

- Capacity to understand the added value of mainstreaming the SDGs into any development planning process
- Capacity to understand the added value of planning public policies in order to contribute to the achievement of the SDGs

The goal of the exercise is to show the bi-directional connection between planning and the SDGs. Development planning inspired by the SDGs is a key element for sustainable development, since as part of the planning process it is necessary to define the plan, involve different actions, execute and monitor the plan. Therefore, the way this process is set will directly influence the results that can be achieved.

This exercise is designed for the longer learning sessions. We do not recommend using it for workshops shorter than 6 hours.

Divide participants into an even number of groups of **3 — 5 people**.

Exercise timeline

**20 min**

Work in groups: Ask half of the groups to reflect on what is the importance of planning for SDGs? Ask the other half the reverse question: What is the importance of SDGs for planning?

Divide the flipchart into two columns: **Planning → SDGs and SDGs → Planning**. Give the trainees one possible answer to each column and ask each group to define at least 5 more arguments for each column. Take 15 min to discuss the question in groups.

Wrap up the exercise: by asking each group's answers and filling the table with answers.

**10 min**

Possible answers

Planning → SDGs

Planning helps to determine the needs and priorities of the citizenship and the territory in the framework of the SDGs

SDGs → Planning

The SDGs, as an integrated and inclusive set of interrelated goals, offer the planning process a broader, more general scope to take into account, thus breaking sectoral silos

Planning → SDGs

Planning helps to identify the vision, SDGs and targets to be prioritized and achieved

Planning helps to outline implementation arrangements, that is, the appropriateness of plans, programs, projects etc. and their scope in line with the prioritization mentioned above

Planning helps to assess the available resources and the resources needed to make it work (human, technical and financial resources), leading to a more efficient use of time, money and other resources which are usually scarce in local spheres

Planning helps to mitigate and manage crises and unexpected situations in the context of the implementation of the different SDGs

Planning, when thoroughly carried out, arises the need for monitoring, evaluating and reporting on the results, three activities that have been highlighted as key pieces for the implementation and success of the SDGs

SDGs → Planning

Given that all of the SDGs have to be taken into account in the planning process as an integrated set of interrelated goals, they contribute to policy coherence in the organization, linking local needs to global challenges

The SDGs offer a set of targets and directly related indicators that might be useful to determine the government's starting point and carry out the subsequent monitoring and evaluating tasks

The need to include the SDGs into planning is a very suitable opportunity to review the traditional planning mechanisms used by the LRG and to introduce new, innovative methodologies into the process. For example, by making them focus on improving the management systems (financial, budgetary, tax, public purchasing, operative etc.)

SDGs are all about partnerships (multi-level and multi-stakeholder) so addressing them in the planning process (but also in the implementation and the monitoring stages) is a way to work with a wide range of actors (civil society, private etc.), across departments and territories (horizontal) and with national government (vertical) in a coherent and coordinated manner

Other answers: the SDGs offer a shared reference framework; they contribute to mobilizing resources, both endogenous and exogenous, public and private resources; they aim for more transparency and accountability; they require monitoring and evaluating systems; they underline the importance of the territorial information systems



Lecture 2



15 min



Slide 22

The SDG principles for planning

The logic of the remaining part of the Chapter is built around The Square exercise:

1. Starting point: Begin this part of the training by giving a brief and introductory lecture on the SDG principles for planning (approx. 5 min).

2. Practical exercise: After the brief lecture move to a practical part. The trainees will learn the principles by directly putting them into practice through the exercise **The Square: Applying SDG principles**. Below is a detailed explanation on how to run the exercise.

3. Deeper explanation: The trainer will begin the exercise by explaining the challenge of redeveloping a square and asking the trainees on how to apply SDG principle 1: Leave no one behind to the process. The trainees, in groups of 4, will brainstorm ideas on how to effectively achieve this principle. Each group will provide a brief plenary presentation to the other trainees. Once this has been completed, the trainer will ask questions about those aspects highlighted by the trainees or, on the contrary, those that have been neglected (several questions have been proposed in the Trainer's insights) and complement the ideas that have arisen, whenever necessary, with the explanation provided below. To conclude SDG principle 1, the trainer will highlight a good practice, either using the one provided in the Trainer's insights or any other that they know about. After that, the trainer will ask the trainees to apply SDG principle 2: Integrated nature on the case of the Square. The process will be repeated for each of the five SDG principles.

Trainer's insights

As we have seen before, the 2030 Agenda for Sustainable Development has a set of fundamental principles that can orient the entire planning process. In this sense, the Agenda presents a framework that turns planning into a transformative and catalyst tool to change the development process of a territory.

Likewise, the 2030 Agenda allows to reflect on the policies and mechanisms that are in place in a territory, how they can be better aligned to sustainable development objectives and, finally, how they can better reach the people and their needs.

In this context, planning when linked to the principles of the SDGs has the potential of changing the perception and the way things are done. For instance, significative differences can be seen when local development plans are linked to development plans of other government levels, as it stimulates departments to start thinking and work together in an integrated manner.

There are some principles of the 2030 Agenda that are cross-cutting and interlinked with all local development planning tasks. One example is the principle of universality. The 2030 Agenda is universal in scope and commits all countries, irrespective of their income levels and development status, to contribute towards a comprehensive effort towards sustainable development. The Agenda is applicable in all countries, in all contexts, and at all times. In this context, local development plans follow the same spirit of the universality of the Agenda, as they are also taking place and are applicable all over

the world and for all circumstances. Planning is, in fact, everywhere, and therefore it is an expression of universality that has been used over time.

Another example is *transparency*. Throughout the entire planning process, from the assessment to the monitoring stage all the processes need to be see-through. For instance, to have an inclusive and participatory process, it is necessary to ensure an open process, where the information on what is being done, how it is being done, who is involved and how the budget is allocated and spent is made available to everyone.

Finally, it is very important that the planning is based on experience. Even if this Module is not covering in detail the assessment that should be done prior to the planning, this is a crucial step to be considered. The SDGs themselves were built on the lessons learned from the MDGs and therefore, planning should take into consideration context of the territory where the planning is being developed, as well as the experiences, positive and negative results faced by previous planning.

For the purposes of this Module, these are the principles that are inherent to the planning process:

1. Leave no one behind: account of the needs of all, and especially of disabled citizens, minorities, children, women... this is, the needs of the different vulnerable groups in the society. This focus on inclusiveness underscores the need to identify who is being left behind and in what ways, and to address patterns of exclusion in order to reduce inequalities. Hence, this also refers to leaving no territory behind, meaning that the implementation of the SDGs has to take into account the needs and priorities of the outermost territories, as well as of those most deprived.

2. Integrated nature: holistic approach (whole of government as well as whole of society approach) to the redevelopment of the square taking into account local planning, mobility, climate, commerce, security, technology, gender, social needs etc. in a multi-dimensional approach. This means that different levels of government have direct competences concerning the redevelopment of, say, a square (planning, traffic, lighting, security, accessibility, youth, gender, commerce, etc.).

3. Partnership-based approach: alliances with local stakeholders (private companies, trade unions, associations, foundations, citizenship, international organizations...).

4. Multi-level governance: alliances, coordination and joint work with other levels of government (local, regional, national levels of government) as well as with the neighboring territories.

5. Accountability: establishing mechanisms of monitoring and evaluation (indicators, data), reporting and keeping all stakeholders informed (social media, local news, information boards), and being transparent and accountable to the citizenship and local stakeholders.

As will be seen, all of these principles are strongly related to the different cross-sectoral elements of any planning process seen in Chapter 2. In an effort to establish parallelisms between the key cross-sectoral elements of any planning process (seen above) and the SDG principles for planning, the following table has been created:

Local development planning cross-sectoral elements	SDG principles for planning
Participation	
Inclusiveness	Leave no one behind
Territorial dimension	
Integrated planning approach	Integrated nature
Policy coherence	
Multi-stakeholder partnership	Partnership-based approach
Development effectiveness	
Multi-level coordination	Multi-level governance
Monitoring and reporting	Accountability

In this Chapter we will work on each of the SDG principles for planning and learn how to mainstream them into any development planning process.

The Square — Applying SDG principles



Exercise



70 min



Slide 23-30



Handout 2

Learning outcomes

- Application of the SDG principles to the planning process based on an example of redeveloping a public square

The challenge

You need to redevelop a square in a neighborhood ensuring that the SDG principles are taken into account throughout the entire planning process. Think **not only on infrastructures and services** but also on **instruments, regulations etc.** What would the most **transformative** aspect of approaching the planning process with the **SDG Principles** in mind?

The Square

“There is a square in the middle of a suburban neighborhood with heavy traffic throughout the day. Almost no locals or visitors use the small area of green space in the center of the square due to the lack of infrastructure present, such as benches, lighting, or sidewalks. Shop owners have complained to the local government about the lack of clients that they are receiving. Also, many residents avoid the square due to the air pollution from the cars and the trash lining the streets.”

During the exercise **keep the slide with the Key cross-sectoral elements of the planning process visible** to the participants (the one including all key stages of planning, together with their corresponding key tasks and the key

cross-sectoral elements). It will be very helpful for them to keep in mind all the important aspects of planning that should be taken into account.

This is a fictitious but common example of a square that needs to be rehabilitated. It is recommendable that you adapt this example to your trainees' experience and reality: maybe you know of a real-case rehabilitation, maybe you would like to focus on a square of a deprived neighborhood, or on a square that is on the border with the neighboring municipality. Feel free to adjust this exercise to your needs and to those of the trainees.

Very importantly, emphasize the need to relate the different elements of the planning process (key stages, cross-sectoral elements, tasks) to the transformative purpose of the Agenda. Invite trainees not to think about "What does your LRG do?" but rather about "What should be done in a transformative manner?".

During the exercise, invite trainees to think not only on infrastructures and services to provide but also on instruments, regulations... It is important to not only consider finishing the Square (i.e. the specific project) but also the measures that will be needed afterwards (for the maintenance, related measures and policies...), that is, the Square should be seen not only as an end but also as a means for further measures. The relation and integration of the Square to the rest of the city/territory should also be taken into account, just like the need to contextualize the Square as far as time is concerned: thinking about the different hours of the day, days of the week, months of the year, particular events in the territory... and, of course, considering the different groups of interest that might be involved.



Handout 2

**The Square:
Applying the SDG
Principles**

The challenge

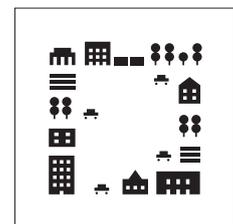
You need to redevelop a square in a neighborhood ensuring that the SDG principles are taken into account throughout the entire planning process. Think not only on infrastructures and services but also on instruments, regulations etc. What would be the most transformative aspect of approaching the planning process with the SDG Principles in mind?

The Square

There is a square in the middle of a suburban neighborhood with heavy traffic throughout the day. Almost no locals or visitors use the small area of green space in the middle of the square due to the lack of infrastructure present, such as benches, lighting, or sidewalks. Shop owners have complained to the local government about the lack of business that they are receiving. Also, many residents avoid the square due to the air pollution from the cars and the trash lining the streets.

2. Integrated nature

[Empty dotted box for notes on Integrated nature]



4. Multi-level governance

[Empty dotted box for notes on Multi-level governance]

5. Accountability

[Empty dotted box for notes on Accountability]

1. Leave no one behind

[Empty dotted box for notes on Leave no one behind]

3. Partnership-based approach

[Empty dotted box for notes on Partnership-based approach]



5 min



Handout 2



15 min



35 min



15 min

Exercise Timeline

Step 1: Divide participants into 5 groups, give handout 2 to each group. Explain the goal of the exercise. **Each group will work through one SDG principle.**

Step 2: Give each group 15 min to discuss the chosen SDG Principle.

Step 3: Ask each group to briefly present the outcome to the other groups. Below you will find some questions that you can ask them for the principle to be better understood. You can complement the answers with the information provided in the section Trainer's insights and offer a good practice of its application that is also presented below.

Step 4: 10 transformative aspects of SDG Principles. Wrap-up the exercise by discussing with participants the most transformative lessons that can be taken from 2030 Agenda Principles. Use a flipchart to write them down.

SDG Principle 1: Leave no one behind

Example of possible answer for Principle 1:

Take into account the needs of disabled citizens, minorities, and other at-risk groups.

Explanation

A core principle of the 2030 Agenda is to leave no one, no group or individual behind, especially those who are rather marginalized or do not have the capacity or willingness to participate in the local life. In the same line, this principle also includes leaving no territory behind. SDG planning and implementation will thus have to ensure that development gains are equitably distributed across all territories and demographic groups. Localization recognizes that different territories have different needs and priorities that can be better achieved through bottom-up approaches for development planning and context-based implementation strategies. It helps address specific gaps in development, and has the potential to reduce territorial inequalities between places.

Consequently, "leaving no one behind" includes the integration of the principle into strategic plans, increasing the disaggregation of development, programme data, an increased focus on "left behind" groups — because of their race, gender, ethnicity, and identity — in monitoring and evaluation frameworks, and new initiatives to promote social protection and inclusive development.

The principle of "leaving no one behind" has an inextricable link with the third principle presented in this Module: "Partnership-based approach". When partnering with local stakeholders, LRGs should consider not only working with the same old associations, companies etc. but rather trying to reach and directly involve those rather marginalized groups. It is not only about having them in mind when conceiving the new local policies aligned with the SDGs — it is also about inviting them to give their opinion and work hand in hand with the authorities.

Application of the principle within The Square exercise

Take into account the needs, priorities and potentialities of all people, especially the disabled citizens, women, children, minorities etc. Give them a voice: they also need to be called to participate in the planning process as well as in the implementation and monitoring of the initiatives. Underline that, if the square belongs to a slum or peripheral neighborhood, the initiative will also serve to leave no territory behind.

Questions for the trainees

- In your context, which are the groups that should not be left behind?
- What are the stages of the planning process where vulnerable groups should be taken into consideration?
- Could you point out a tool that you know about that has been defined to engage those groups?
- Does this principle also refer to places? Is there a relationship with the concept of territorial inequalities or fragmentation? Provide an example.
- How to guarantee that no place is left behind?
- What are the main obstacles to guaranteeing that no one and no place are left behind?

Good practice

E-Democracy

The projects E-Democracy were created to increase political participation through the use of new technologies, such as Internet. The main goal is to enable civil society to participate in the diverse process of public institutions.

Positive experiences are to be found in ↪ *Madrid*, ↪ *Montevideo*, ↪ *Turin*, ↪ *Buenos Aires*, ↪ *Bangladeshi cities* and may other cities around.

Madrid

The City Council of Madrid launched an open source digital platform, the “Decide Madrid”. This initiative uses the platform CONSUL, a well-known tool for promoting citizen participation and transparent democracy worldwide. By allowing any institution and partner to freely share experiences, best practices and knowledge, CONSUL is currently used by millions of people in some of the major capital cities, towns and regions across the globe. Therefore, the platform is a constantly growing and evolving tool for citizen participation.

Such case is very relevant for local development planning as people and institution are actively involved, from collaborative legislation to participatory budgeting, from citizens proposals to debates, thus contributing to the formulation of local relevant policies. Specifically, through the platform “Decide Madrid” citizens can present an idea to improve a certain aspects of their city. Once the proposal has been submitted online, other people can decide whether to support it or no. When the proposal has reached the num-

ber of necessary supporters (1% of the population registered), it goes to a vote and can be accepted or rejected it. At the end, the institution concerned welcomes the decision and implements it.

Similarly, the platform facilitates open debates regarding important legislation or budget issues. It enables the prioritization of measures to be included in the legislation – whether suggested by citizens or the institution itself. By publishing the legislation drafts, it gives people the opportunity to comment on specific sections, as well as evaluating the comments of other citizens.

Finally, as part of the functionalities of the platform, there is a part designated to stimulate budgetary participation. This enables citizens to discuss, vote and finance specific proposals. In this regard, in 2018 Madrid allocated a participative budget of 100 million euro to be invested in 2019 for projects at district (70 million) and city level (30 million). “Decide Madrid” is a clear example of an innovative participatory tool, which enables citizens to be involved in the budgetary allocation.

Brazil

In Brazil, the website “Portal E-Democracia” was created by the Chamber of Deputies and aims to incentivize the participation of the civil society in important debates using Internet. They believe that including individuals in the law creation process will contribute to put in place more realistic public policies. The website is divided by two main sections. First the “Legislative Communities” where individuals can participate in specific themes, normally related to existent laws. And second, the “Free Space”, where individuals can decide the discussion theme and be its main driver. In both sections, parliamentarians responsible for the themes are involved in the discussion and they are available to assist with the topic and take the outcomes into consideration for the draft of law projects. Recently, the national platform was extended for the chamber of municipalities, who can use the same functionalities of the national platform to engage their cities in contributing to the design of local development plans.

For more information click ↪ [*here*](#).

Reflection Exercise

Your municipality decides to implement an e-democracy system and you want to make sure that the system is set up as a very powerful participatory and inclusive process. How would you develop it?

Possible questions to stimulate thinking:

- Do you think you would reach to more people by implementing e-democracy mechanisms?
- Would this mechanism be enough to stimulate participation, or would you combine this with other tools?
- What type of consultations would you do? Thematic consultations? Open consultations? Others?

- What are the challenges you foreseen by implementing such mechanism?
 - How would you insure that the exercise will be inclusive?
-

Conclusion

Even if e-democracy platforms are not the only way of ensuring participation, they are a good example of a process oriented to results. These initiatives lead citizen participation towards a new level, where connected and concerned citizens can interact and propose solutions for shared problems and have their voice heard by the people that are responsible for those that formulate public policies.

Challenges

Digital inclusion and the engagement of citizens in such platforms are still the main challenge of e-democracy projects. Moreover, the question of the participation rate needed to validate the process also remains an important question. Nevertheless, there are different ways in which LRGs can involve citizens in these initiatives. For instance, some LRGs are combining the use of the platforms with other communication channels to raise awareness about it (social networks, media). In this way, as many people as possible can be informed and participated in the process.

SDG Principle 2: Integrated nature

Example of possible answer for Principle 2:

Approaching the planning process while keeping in mind mobility, security, environmental impacts, and accessibility for vulnerable groups, amongst other matters.

Explanation

The 2030 Agenda encompasses in a balanced way the three dimensions of inclusive and sustainable development: the economic, social and environmental. It provides a plan of action for people, planet and prosperity. In the context of local development planning, this principle is related to an integrated approach, addresses competing dimensions and interests and offers a shared vision on how to design, implement and monitor sustainable development issues.

There are also deep interconnections and many cross-cutting elements across the goals and targets, making the Agenda integrated and indivisible. Because of these connections, the structure of the set of SDGs has implications for policy coherence that allows the integration of the economic, environmental and social pillars. In many of the thematic areas covered by the SDGs, targets relating to those areas are found not only under their namesake goal (when it exists), but across a range of other goals as well.

For instance, in designing and monitoring their work, agencies concerned

with a specific goal (e.g. education, health, economic growth) will have to take into account targets that refer to other goals that, due to the normative clout of the SDGs for development work coming forward, may provide stronger incentives than in the past for cross-sector, integrated work. Similarly, for institutions concerned with monitoring and evaluation of progress under the goals, it will be necessary to look at multiple goals – indeed, all those including targets referring to one institution’s area of interest. This may enable greater integration across goals. This idea is reinforced by with the global nature of the Agenda, by virtue of which the SDGs aim to cover the whole sustainable development universe, which includes basically all areas of the human enterprise on Earth.

In the paper “Towards integration at last? The sustainable development goals as a network of targets” (2015) David Le Blanc from UNDESA gives an example of this cross-sectoral nature in the area of health. This area is covered by SDG 3: Ensure healthy lives and promote well-being for all at all ages, which includes 9 targets (excluding those on means of implementation). In addition, seven targets under goals 2, 6, 11 and 12 also explicitly refer to health in their wording. These targets can be referred to as “extended” targets for SDG 3, as opposed to “core” targets listed under SDG 3. Arguably, institutions concerned with the health sector and operating within the framework of the SDGs will have to consider both core and extended targets when designing, implementing and monitoring policies.

To sum up, while the implementation of the SDGs may be coordinated by one single department (President’s or Mayor’s Office, Sustainable Development Department etc.), this is not the only one concerned by the Agenda, as we observed in the exercise “Global goals & local competences”. For this reason, intra-administrative cooperation has become essential in the form of joint implementation of projects or open exchange of information, for example.

Application of the principle within The Square exercise

Applying the principle: integrated nature in the redevelopment of the square means approaching the planning process while keeping in mind mobility, security, and other environmental, social and economic impacts, as well as accessibility for vulnerable groups, amongst other matters.

Therefore, it is imperative for the integrated planning of the new square that various departments within the local government be involved in the process.

Questions for the trainees

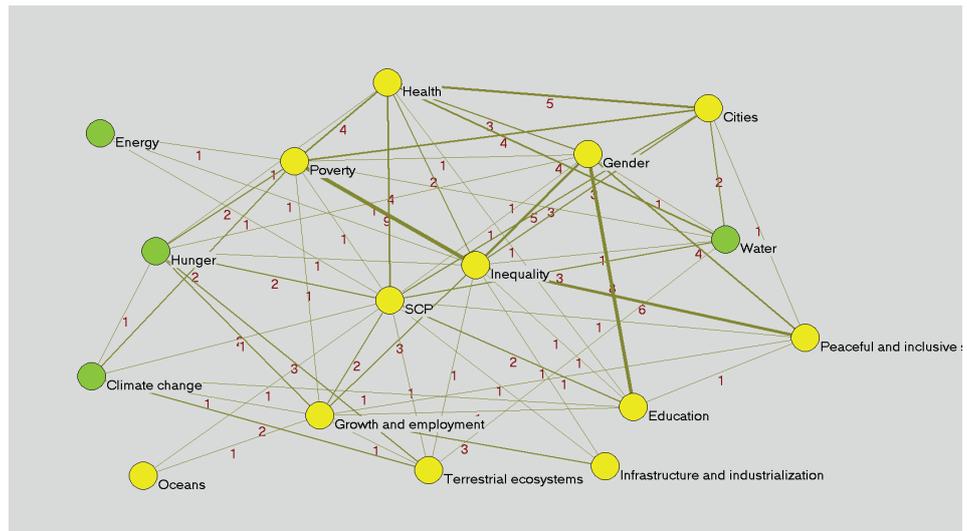
- What does “integral” mean (whether in the case of the square project or in any other project you might propose)?
- In which stages of the planning process should the integrated approach be guaranteed?
- What are the main obstacles to the integrated approach in the planning process?
- How to avoid silos? Could you describe any mechanism defined to address the integrated approach to planning?

- Is there any way to avoid sectoral approaches when defining internal organisations of governments and budgets?

Good practice

An interesting exercise can be done in order to realise the importance of the integral nature of the Agenda and the need for a cross-sectoral approach. This exercise consists in establishing linkages between the different SDGs and targets, always based on the territory's and the citizenship's priorities as shown by the graph below.

By doing this, LRGs will realize that programs or projects originally focused on hunger, for example, can also tackle challenges related to other SDGs such as climate change, employment, poverty, inequality or gender, amongst others (please see below). Following this, these programs or projects can be rearranged in order to involve other LRG departments (together with other levels of government and local stakeholders) that will be able to contribute with their expertise, skills and other resources.



Source: *↳Towards integration at last? The sustainable development goals as a network of targets, David Blanc*

For more information click *↳ here*.

In **Medellín**, the population tripled between 1951 and 1973 fuelled by the city's manufacturing industry, principally textiles. Rapid immigration led to the development of informal settlements on the city's steep hills. Because they were difficult to access, the settlements became disconnected from the valley where the formal city is located and politically forgotten.

The government of Medellín prepared an integrated plan in 2001 to address issues of accessibility, inclusiveness and security. A key factor in the integrated approach was the simultaneous implementation of Metrocable, a transport system, and social infrastructure such as libraries, schools, sporting facilities and public spaces adjacent to stations. The participation of

community actors through planning and execution has helped to eradicate the stigma of exclusion and has created a sense of belonging and neighbourhood pride. Commercial activity has increased by 400 per cent, banks have opened branches in the area, and tourism is becoming an important source of income, and access to employment, goods and services helped to reduce violent episodes by 79 per cent between 2003 and 2004, amongst others.

For more information click ↪ [here](#).

SDG Principle 3: Partnership-based approach

Example of an answer to Principle 3.

Combination of face-to-face meetings (at the Council, neighborhoods...) and online participation mechanisms (surveys, social media).

Explanation

LRGs should be supported to recognize the 2030 Agenda as a framework for action, and set up mechanisms that enable local stakeholder participation in a partnership-based approach.

Multi-stakeholder participation is not only about letting citizens and local stakeholders (such as academia, CSO private sector, media etc.) know about the existence of the SDGs. It is also about empowering them to participate in the achievement of the SDGs in their daily lives. Comprehensive participation across the whole community may determine whether the localization of the SDGs is successful or not. By enabling local democracy and direct participation in local decision-making, LRGs can become the critical levers that ensure a full understanding and a larger co-ownership of the SDGs and their implementation. Participatory and partnership-based processes encourage LRGs to reach out to different actors and find good mechanisms to have them on board of the plan, allowing those actors to play a specific role in building a meaningful local development planning. **To summarize, different levels of participation can be determined:**

- Circulating information: LRGs are making information available to local actors and citizens about key public issues.
- Discussing and connecting: LRGs, local actors, citizens, and other stakeholders get regular opportunities to build relationships, discuss issues, and celebrate community.
- Gathering initial input: LRGs, local actors, other stakeholders and citizens themselves reach out to gauge immediate public opinion on a particular issue or question.
- Deliberating and recommending: The sessions follow good group process guidelines. The participants talk about why the issue matters to them, consider a range of policy options, and make recommendations about what they think should be done.
- Deciding and acting: LRGs and other decision-makers are making policy decisions, developing a plan, or creating a budget based (at least in part) on what they have heard from citizens and other stakeholders. Local of-

officials, city staff, other organizations and citizens themselves are taking action in a variety of ways to address key issues and opportunities.

Formal and informal multi-stakeholder mechanisms should consequently ensure the participation of civil society organizations, private companies and academia in an inclusive manner. These mechanisms should be: accessible to all sectors of society, balanced so that no group dominates any other, and transparent. When everyone has the chance to contribute to the debate with their opinions, information and experience, the process gains legitimacy, but decision-making must be transparent and widely communicated to ensure that the process is accountable and confidences maintained.

Where possible, existing participation mechanisms should be used for the definition of SDG priorities, rather than ad hoc processes; standing institutional arrangements allow the capacities of civil society representatives to be strengthened over time and trusting relationships of support and cooperation to be developed. Local and regional governments should play a leading role in multi-stakeholder mechanisms, while respecting the independence of non-governmental actors. This role could include: ensuring a minimum infrastructure, setting agendas, proposing specific topics, distributing relevant materials or even awarding grants for particular activities.

This principle is in line with SDG 17, which reminds us that the SDGs can only be realized with a strong commitment to global partnership and cooperation. Indeed, achieving the ambitious targets of the 2030 Agenda requires a revitalized and enhanced global partnership that brings together Governments, civil society, the private sector, the United Nations system and other actors and mobilizes all available resources. Enhancing support to developing countries, in particular the least developed countries and the small island developing States, is fundamental to equitable progress for all.

Application of the principle within The Square exercise

Participation in the redevelopment of the square can be achieved through a combination of meetings in the LRG's premises, institutional meetings in neighborhoods and the use of new technologies (such as ICTs, online platforms, social media etc.) to circulate information and gather inputs.

Questions for the trainees

- Which stakeholders should have a say in The Square project (or in any other project you might propose)?
- In which stages of the planning process should those stakeholders be engaged?
- Which obstacles could you encounter to engage local stakeholders?
- How to avoid those obstacles?
- In your context, does the partnership-based approach a budgetary expression?

Good practice

The introduction of the SDGs into the territorial development plan 2016-2019 in **Medellín** has counted on the involvement of several interest groups. More than 100 people from the academia, trade associations, social organizations and public institutions sitting around nine thematic panels discussed about the definition of indicators and targets that adapt the SDGs to the city's reality as an innovative exercise bearing in mind that no indicators and targets have been established at national level. The alignment exercise can be found ↪ [here](#). Additionally, in this online platform a tool has been developed where the citizenship can propose aligned indicators as well.

For more information click ↪ [here](#).

In **South Korea**, the active participation of civil society organizations in designing and implementing policies for sustainable development is a result of synergy-making interactions between the Government and civil society. Since the United Nations Conference on Environment and Development, held in Rio de Janeiro in 1992, civil society organizations and the government, in particular at the local level, have engaged with each other to establish local agendas and action for sustainable development. Concerted efforts of government and civil society organizations culminated in the establishment of the Local Sustainability Alliance of Korea as a nationwide network of local Agenda 21 organizations (local councils for sustainable development) in 2000 and the standard guideline for the management and support for implementing organization of local Agenda 21 (2004). In particular, the Alliance, which consisted of about 200 organizations in 17 provinces as of 2016, has played a significant role in establishing local institutional and organizational frameworks for the Sustainable Development Goals in close collaboration with nine major local groups, including local governments, and addressing the Goals and targets relating to the Sustainable Development Goals. The Alliance continues its operations to further promote implementation of the Goals in the local context.

For more information click ↪ [here](#).

SDG Principle 4: Multi-level governance

Example of an answer to Principle 4.

Arrange meetings / formal interinstitutional mechanisms with other levels of government, pool resources with neighboring LRGs...

Explanation

Additionally to ensuring multi-stakeholder platforms in a partnership-based approach for the achievement of the 2030 Agenda, multi-level governance as well as inter-municipal cooperation are a very important requisite.

Multi-level governance platforms should ensure coherence between the sectoral priorities of national government departments and those of local and regional governments. The establishment of SDG working groups or

task forces is one promising way of connecting national ministries with local and regional government bodies. The success of multi-level governance is determined by three conditions: the principle of subsidiarity, respect for local autonomy, and mutual loyalty, trust and structured dialogue between actors.

An integrated multi-level governance approach and dialogue between interdependent institutions can be achieved through mechanisms based on consultation, coordination, cooperation and evaluation, for example, the establishment of a formal committee that brings national, regional and local governments together, structured dialogues, partnerships, and informal networks. Local leaders play a key role in negotiating successful multi-level governance on behalf of their communities.

In this framework, it might be necessary for LRGs to develop advocacy actions aimed at national governments and international organizations that call for multi-level governance mechanisms to better facilitate the localization of the SDGs.

Additionally, **inter-municipal cooperation**, including cross-border cooperation where appropriate, should be used by local governments to jointly assess their needs, define their SDG priorities and develop programs and plans at territorial level. Local and regional governments should work together to guarantee a more integrated and efficient approach to territorial development through cooperation in service delivery, infrastructures and, where possible, through the pooling of resources and capacities.

Application of the principle within The Square exercise

Concerning multi-level cooperation, by analyzing any territory (such as the square) one can realize that several levels of government own competences that affect this territory. In the case of the square, the municipality may have competences in the areas of urban planning, infrastructure, mobility, security and social policies; the metropolitan area, in waste management and public transport; the region, in trade and healthcare, and the central government, in the area of security-police. Coordination and joint work becomes essential. Also the joint provision of services and scaling-up of resources between several LRGs brings additional value to the case at issue (i.e. the square is on the border with the neighboring municipality, or a function is finally ascribed to the square that goes beyond the limits of the LRG and neighboring citizens can benefit from it as well).

Questions for the trainees

- Which levels of government should be engaged in The Square project (or any other project you might propose)?
- Why?
- What are the main obstacles you might encounter to engage different levels of government in an urban or territorial project?
- In which stages of the planning process should the different levels of government be engaged?
- Could you describe any tool defined to coordinate the different levels of government?

Good practice

In Europe, **Belgium** is one of the countries that have broadly included LRGs in the national structures for the achievement of the 2030 Agenda. The Inter-Ministerial Conference for Sustainable Development is the main coordination mechanism between federal government and federated authorities. It is made up of the representatives of the federal, regional and community levels in the field of sustainable development and development cooperation. This Conference adopted in 2017 the National Sustainable Development Strategy together with the stakeholders, which includes the SD strategy of Flanders, Wallonia, Brussels Capital Region and German-speaking community.

For more information click ↪ [here](#).

SDG Principle 5: Accountability

Example of an answer to Principle 5.

Setup of a specific website for the project with information on budget, progress of the works, a specific space for citizens to give their opinion, etc.

Explanation

Accountability is an overarching principle that includes other equally important elements that are common to the achievement of the Agenda and also to any planning process: monitoring, evaluation, reporting, transparency and accountability itself.

As regards monitoring, evaluation and reporting on the achievements regarding the Agenda, a range of targets has been agreed upon by the international community to this aim. Progress towards these targets is to be measured through a set of 232 globally harmonized indicators for monitoring performance.

However, monitoring and evaluating progress within the SDGs poses several challenges for LRGs given the many possible differences between cities, including geographical, socio-economic and governmental issues. Consequently, LRGs should define these indicators according to their data collection capacities, including their human resources and technological facilities. Indicators should also take into account the diversity of territories. Thus, in line with the SDG motto of “leaving no one behind”, they should include social groups at risk of exclusion (that is, groups that usually fall far below the average indicators). The establishment of data collection systems at local and regional level is a fundamental in order to disaggregate information. However, when resources are not sufficient, cooperation agreements should be signed by different levels of government (especially with the national government) to ensure the exchange of information. A "data revolution" should be promoted to contribute to the monitoring and achievement of the SDGs. Again, universities, research centres, and even NGOs and the private sector,

can help in the task of collecting, monitoring and analysing data.

As will be seen in Chapter 4, national governments have the duty to conduct regular and inclusive reviews of progress that include territorial levels' achievements and challenges. In this context, LRGs should use the opportunity to:

- be transparent and accountable internally
- be transparent and accountable to the citizenship and local stakeholders
- advocate so that the LRGs' achievements and pending matters are reflected in the national reports
- advocate for an enabling environment for the localization of the SDGs

Transparency and accountability improves development outcomes enormously in all their forms: through citizen participation, through open and transparent budgeting, through developing responsible and sustainable public procurement practices, or through the oversight of budget execution by the LRG itself or by an independent institution, for example. As a key cross-sectoral element, transparency, coinciding as well with SDG 16, should be applied in the whole planning process for the achievement of the 2030 Agenda.

Indeed, the SDG framework emphasizes the need for more accountable and inclusive institutions, particularly SDG target 16.6 (Develop effective, accountable and transparent institutions at all levels) and SDG target 16.7 (Ensure responsive, inclusive, participatory and representative decision-making at all levels). Also, a specific target aims to reduce corruption (target 16.5, "sustainably reduce corruption in all its forms"), which should include not only bribery as a corrupt practice (see the indicator proposed by the UN) but also fraud, embezzlement, misappropriation of finances, nepotism and favoritism, amongst others.

Application of the principle within The Square exercise

During the planning stage, the LRG will need to agree with the local stakeholders upon a set of indicators that allow for the monitoring and evaluation of progress, especially as regards the economic, social and environmental impacts expected and in line with the indicators proposed by the UN in the context of the 2030 Agenda. Even some local stakeholder might be able to contribute thereto with data, skills or knowledge. The LRG will have to ensure at any time that information regarding the planning and development of the new square is publicly available, from a technical and a financial perspective, and that any deviation from what has been planned is communicated to the local stakeholders and citizenship aiming for a joint solution. Any progress made will need to be reflected in the LRG's usual communication channels, and if the project is of major significance for the territory, a special reference can be envisaged according to the LRG's communication strategy.

Questions for the trainees

- In the case of The Square project (or any other), how would you make the planning process more accountable?

- More accountable to whom? Citizens, voters, local stakeholders, other levels of government...?
- In which stages of the planning process is accountability needed?
- What are the main tools defined to guarantee accountability?
- What are the main obstacles to make planning processes more accountable?

Good practice

The **City of Mexico**'s monitoring platform has created a Council for the Follow-up of the 2030 Agenda for Sustainable Development that has linked to the SDG indicators with the different indicators of special and institutional programs, which should serve to evaluate the contribution to the Agenda 2030 and give an account of it. Thanks to the good results of this platform the City of Mexico has been awarded the first prize in the category "Monitoring and evaluation at subnational level" of the 3rd Award on Managing for Results in Development organized by the Inter-American Development Bank in 2017.

For more information click ↪ [here](#).

New York has been the first city in the world to report directly to the UN on the status of its implementation of the SDGs, and its VLR highlights the city's achievements in sustainability since 2015. The voluntary review describes the city's progress towards the 5 SDGs prioritized by the UN for 2018: clean water and sanitation; affordable and clean energy; sustainable cities and communities; responsible consumption and production; and protecting land.

The VLR was produced by the Global Vision - Urban Action programme of the Mayor's Office for International Affairs in close collaboration with relevant NYC agencies and presented during the High Level Political Forum's sessions dedicated to local government engagement. It offers one example of how cities can share their progress: "We welcome engagement with cities as well as other SDG stakeholders to strengthen these reporting mechanisms. By using the common language of the SDGs to discuss our shared successes and challenges, we hope that people and governments around the world can work together to achieve all 17 SDGs by 2030."

For more information click ↪ [here](#).

Alignment of current public policies to the SDGs

Learning outcome:

- Recognition of real life examples of alignment of public policies to the SDGs



Lecture 3



10 min

Trainer's insights

There are different ways to ascertain whether and to what extent, a priori, local plans contribute to the achievement of the 2030 Agenda: analyzing one by one how each abstract, strategic action line of the plan contributes to the different SDGs and targets (like eThekweni, Madrid, the Barcelona Provincial Council); analyzing how much budget has been assigned to each SDG (Nepal); dividing the contribution to the Agenda in four pillars (economic, social, environmental, cultural) and assigning specific projects to them; picking the biggest, landmark projects to analyze their contribution and then extrapolate the results; a mix of these models (Chefchaouen)... All of these models have pros and cons, and each LRG should adapt them to their specific situation.

The example of Madrid: aligning the implementation of the city's strategic master plan

Madrid's strategy consists in two different stages. The first one focuses on the analysis of the global contribution of the city's Master Plan (Acción de Gobierno) to the achievement of the SDGs. The 4 axes and 25 strategic goals contained in the Master Plan were exhaustively analyzed and linked to the different SDGs and targets that they contribute to on a priori grounds (due to the fact that the implementation of the different projects contained therein had not been fully implemented yet). This exercise led to the ascertainment of those SDGs and targets that, again on a priori grounds, were a priority for the city of Madrid.

The example of the Barcelona Provincial Council

The Barcelona Provincial Council followed a similar path to the Madrid City Council: the Master Plan 2015-2019 determined several action lines broken down into specific goals. The aligning exercise consisted in the analysis of the contribution of each specific goal to the 2030 Agenda, with very successful results.

As regards monitoring, for each specific goal of the Master Plan an indicator was identified. In an accompanying document, the Dashboard, different values were assigned to each indicator: the real value and the target value for each year from 2015 to 2019. This document is very useful inasmuch as it will be completed year by year in order to monitor the values attained, as well as the variation. A code using the three colors of a traffic light (red, orange, green, plus grey when no value is determined) facilitates the visualization of the results obtained according to the variation calculated. With this exercise, monitoring, evaluation and reporting is ensured of a Master Plan that contributes in a great manner to the SDGs.

Another point worth highlighting of the Barcelona Provincial Council's strategy is the design of a roadmap that will lead the way towards the alignment of the planning process of the new Master Plan once the elections take place and the new government is formed in mid-2019.

During the lecture try to engage your audience, encourage them to ask you questions. Here are some questions that might serve you as examples:

- Which elements of Madrid's and the Barcelona Provincial Council's aligning process can be applied in your city/territory?

Tip: Please bear in mind that an exercise of aligning a development plan based on Madrid's experience is already proposed in Module 1. If your trainees are not familiar with the aligning processes that ascertain how existing strategic or sectoral plans are approaching the 2030 Agenda (Strategic Goals → Projects → SDG → Targets), we strongly recommend using the exercise from Module 1 before proceeding with the new material.

- How to ensure that the landmark projects picked are representative enough? How many should we take, seven, ten, twenty-four...? And based on what: on the fact that they should be visible, easy to achieve, they should cover all SDGs or the highest number of SDGs (or targets?) at the same time, they should work the major deficiencies of the territory...?
- How to assign a project or strategic line to one only SDG or target, when they might contribute to several at the same time?
- Using the budget assigned to the SDGs in order to determine what SDG constitutes a priority for the territory is interesting because it is already quantified, but some SDGs might need much greater investments (roads, new schools and hospitals) than others (fair and transparent elections). How to solve this hindrance?
- How are we supposed to know how these projects are contributing to the achievement of the 2030 Agenda if they are still being implemented, some of which barely starting?
- How easy is it, both technically and politically, to alter the implementation of a project aiming for better compliance with the SDGs?
- What should we do now that we know how a landmark project contributes a priori to one or several SDGs and targets? How to improve this contribution?

**Exercise****45 min****Slide 31-33****Handout 3-4**

Checklist of aligning the public policy cycle to the 2030 Agenda

The goal of this exercise is to test the level of alignment of the planning process to the 2030 Agenda and propose improvements if necessary. The checklist should be applied to the entire Public Policy Circle, both the planning and the implementation stages. It is recommendable that the participants, if possible, work in groups from the same institution to be able to assess one policy that they all know about. Otherwise each group will have to choose one policy to analyze.

Exercise timeline

**5 min****25 min**

Instructions: Divide participants into groups of 4 — 5 people and hand in handout 3 and 4 to each group. Explain the goal of the exercise.

Checklist: In handout 3, for each SDG principle for planning, participants should choose one element or task of the public policy cycle (please see handout 4 - 20 Key Tasks) to which it is connected. Secondly, they should discuss and choose a real-case policy or project in their territories and evaluate if each element or task is implemented (*Yes; Yes, but..., No*). If the answer is "Yes, but...." or "No" they should propose a way of improving and write it down.

If all participants come from the same institution or territory, it will be easy to agree upon one policy that they all know about to a greater or lesser extent.

If participants have different backgrounds and belong to different institutions or territories, they should reach an agreement on one public policy that

at least one participant knows about and then work on this policy. As not all group participants will know about this policy, the aim of those who do not know about it will be to ask specific questions that will lead the presenting participant to ascertain if the element or task of the public policy cycle has been implemented or not.

Wrap-up: by asking the groups on the most important improvements that they propose and to reason why. Ask the other trainees if they think that the proposed improvements will be sufficient or further measures should be considered.



15 min



Handout 3

SDG Principles for Planning	Tasks	Implementation	How can we improve it?
1. Leave no one behind	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, but . . . <input type="checkbox"/> No
2. Integrated nature	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, but . . . <input type="checkbox"/> No
3. Partnership-based approach	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, but . . . <input type="checkbox"/> No
4. Multi-level governance	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, but . . . <input type="checkbox"/> No
5. Accountability	<input type="checkbox"/> Yes <input type="checkbox"/> Yes, but . . . <input type="checkbox"/> No

Handout 3



Handout 4

20 Key Tasks

1. Diagnosis
2. Data collection mechanisms
3. Data management mechanisms
4. Use of territorial data
5. Analysis of the national framework
6. Analysis of the resources
7. Determination of priorities

8. Establishment of expected results, general aim, goals and targets
9. Definition of lines of intervention
10. Scheduling
11. Definition of monitoring and evaluation mechanisms
12. Communication strategy
13. Awareness-raising strategy
14. Advocacy strategy
15. Budgeting
16. Assigning economic, human, material and technical resources
17. Mobilization of public and private resources
18. Commitment of human resources
19. Strengthening of capacities
20. Mapping stakeholders

Handout 4

Chapter 4: The implementation process — executing, monitoring, evaluating and reporting local development plans based on the SDGs principles

Learning outcomes

- Understanding of the mainstreaming of the SDGs throughout the execution, monitoring, evaluation and reporting of the designed local development plans
- Going into deep as regards monitoring and the utilization of easy-to-use indicators

Brief introduction to the implementation process

Introduce the trainees to the implementation process giving them a brief lecture based on the Public Policy Cycle.

Trainer's insights

The need to align the implementation process with the SDGs comes into play when the LRG already has gone through the planning process (be it through a general, strategic plan or through different sectoral plans in the absence of a strategic plan) and is currently implementing plans, programs and projects that should be aligned with the 2030 Agenda.

As shown in the chart below, the implementation process also has **key stages: 1) execution, 2) monitoring, 3) evaluation and 4) reporting**, which sometimes coincide in time. Throughout these stages, the key cross-sectoral elements identified in Chapter 2 will have to be applied as well.



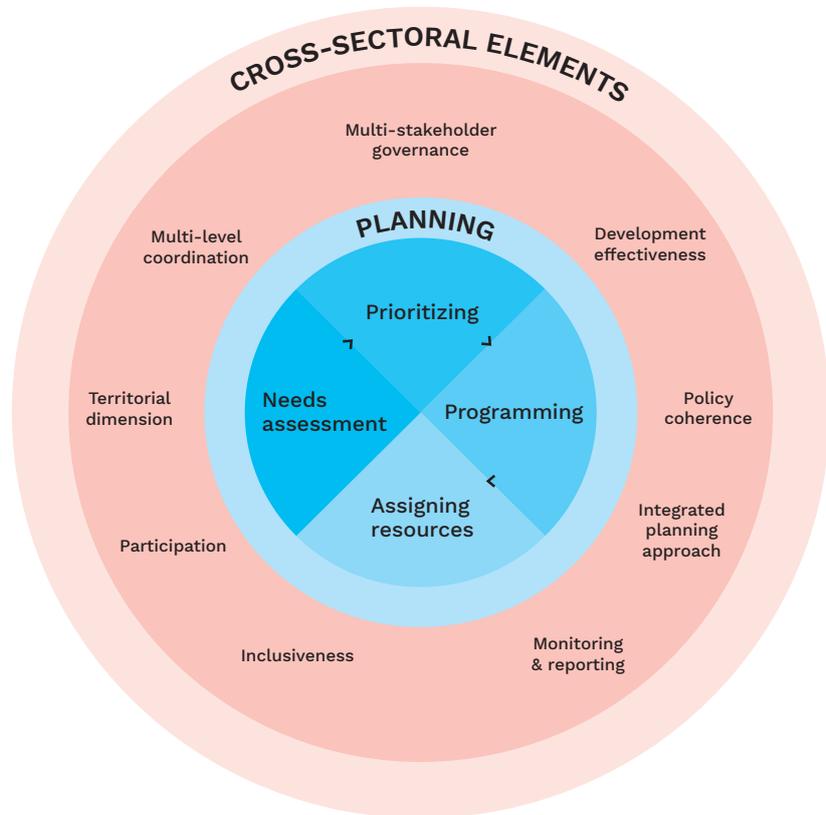
Lecture



15 min



Slide 34-36



Tip: Try to engage trainees into a debate about the key questions and write them down on a flipchart.

Key stage 1: Execution

The most obvious stage of the implementation process is execution. It consists in applying the goals, programs, projects, action lines and activities that have been prioritized and programmed during the planning process after a thorough needs assessment and according to the financial, human, material and technical resources that have been assigned to them.

Key stage 2: Monitoring

As introduced above, monitoring and evaluation serve several purposes. In the absence of effective monitoring and evaluation, it would be difficult to know whether the intended results are being achieved as planned, what corrective action may be needed to ensure delivery of the intended results, and whether initiatives are making positive contributions towards human development. Monitoring and evaluation always relate to pre-identified results in the development plan.

The key questions that monitoring seeks to answer include the following:

- Are the pre-identified outputs being produced as planned and efficiently?
- What are the issues, risks and challenges that we face or foresee that need to be taken into account to ensure the achievement of results?
- What decisions need to be made concerning changes to the already

planned work in subsequent stages?

- Will the planned and delivered outputs continue to be relevant for the achievement of the envisioned outcomes?
- Are the outcomes we envisaged remaining relevant and effective for achieving the overall national priorities, goals and impacts?
- What are we learning?

Key stage 3: Evaluation

Like monitoring, evaluation is an integral part of programme management and a critical management tool. Evaluation complements monitoring by providing an independent and in-depth assessment of what worked and what did not work, and why this was the case. After implementing and monitoring an initiative for some time, it is an important management discipline to take stock of the situation through an external evaluation. The benefits of using evaluations are multiple. A quality evaluation provides feedback that can be used to improve programming, policy and strategy. Of course, it is also important to involve the community not only in the monitoring and evaluation process to make it participatory and inclusive, but in the design of the monitoring and evaluation system, as well.

When performing an evaluation, the following information should be analyzed:

- Information on the relevance of intended outputs or outcomes and validity of the results framework and results map
- Information about the status of an outcome and factors affecting it
- Information about the status of project implementation
- Information on the cost of an initiative relative to the observed benefits
- Information about lessons learned

Key stage 4: Reporting

Evaluations should not only be used by the LRG for internal purposes. Instead, any LRG has the duty to be accountable to the citizenship as well as to the international community. Decisions must be transparent and justifiable aiming for a well-coordinated, efficient and accountable public administration.

Tracking progress through the Brazilian indicators

Enter this [↳ website](#), search the results by the name of any Brazilian municipality (ex. Sao Paulo) and analyze how this tool contributes to the implementation of the SDGs: indeed, it focuses on the setting of indicators and the monitoring of results.

The National Confederation of Brazilian Municipalities launched this initiative aiming to evaluate progress as regards the implementation of the SDGs at the local level. The so-called “Mandala” is an online tool that visualizes primary data in different areas of local government. It is inspired by the Mexican model of evaluation of the ISO 18091, which provides local governments with guidelines for achieving reliable results in their daily management of local affairs.



Exercise



45 min



Slide 37-40



Handout 5A-B

The Mandala presents local indicators that cover the four local dimensions: the economic, social, environmental and institutional dimensions. They have been selected based on the 17 SDGs and ensuring that they are useful according to the local competences and to the local capacities to collect statistical data. Given that not all local governments can attain the same development results, they have been classified in different groups according to the following data: average of the population; current net revenues per capita; population in extreme poverty, and the local human development index. The Mandala and its indicators, however, are not static and can be adapted to the local indicators available, needs and possibilities.



Source: National Confederation of Brazilian Municipalities

These indicators are:

Institutional dimension

- Staff costs
- Fiscal balance
- Costs of consumables, material, transportation
- Participation in consortia
- Local government transparency index

Economic dimension

- Local GDP per capita
- Average wage
- Evolution of businesses
- Number of exporting companies
- Index of access to fast internet
- Evolution of formal employment

Social dimension

Percentage of people living in extreme poverty

Child mortality

Undernutrition

Index of adequate learning until 5th grade: Maths

Index of adequate learning until 5th grade: Portuguese

Index of adequate learning until 9th grade: Maths

Index of adequate learning until 9th grade: Portuguese

School dropout during the first years of education

School dropout during the last years of education

Deaths due to the abuse of alcohol or other drugs

Number of homicides per 100.000 inhabitants

Number of female homicides

Number of maternal deaths

Environmental dimension

Participation in environmental protection policies

Index of urban water losses during distribution

Index of urban waste water treatment

Coverage of urban household waste collection

From the list of indicators above, we have selected 3 indicators for each dimension. Also a list with 33 indicators proposed by the United Nations (and extracted from the official list of 232 indicators) is provided (handout 5b). The aim of this exercise is to take each of the 12 selected Brazilian indicators and link it to one of the 33 UN indicators with which it can be aligned.

Exercise timing

 5 min

Instructions: Trainees should be divided into groups of max. 3-4 people. Hand in handout 5a and 5b to each group and explain the goal of the exercise.

 20 min

Alignment: Through the process of internal debate each group should align the Brazilian Indicators to the UN Indicators.



20 min

Debate: When all the groups complete the task, moderate a plenary debate.

- What is important when choosing the indicators?
- Is a selection of 28 indicators (as in the example of Brazil) enough to track progress of all the SDGs? Would it be better to increase this list?
- How often should indicators be applied, that is, how often should process be monitored? Yearly, every five years?
- Who should be in charge of monitoring process through the indicators? Should LRGs carry out this process by themselves, or should they resort to other institutions? To whom?

Trainer's insights

You may encounter some difficulties in the alignment of the Brazilian indicators to the UN indicators, for example:

- Some Brazilian indicators might correspond 100% to the indicators proposed by the UN, i.e. “Number of homicides per 100.000 inhabitants” (UN indicator 16.1.1). Disaggregation by groups might also make UN indicators useful for more than one Brazilian indicator, as happens in the case mentioned, where the UN indicator also serves to monitor the “Number of female homicides”.
- Or the other way around, one Brazilian indicator comprises different UN indicators, as in the following case: the Brazilian indicator “Evolution of businesses” requires data collected for different UN indicators such as “Manufacturing value added as a proportion of GDP and per capita” (9.2.1) and “Manufacturing employment as a proportion of total employment” (9.2.2). The same happens in this example of a Brazilian indicator that responds to different UN indicators: “Child mortality” responds both to “Under-five mortality rate” (3.2.1) and to “Neonatal mortality rate” (3.2.2).
- However, in other cases Brazilian indicators might respond to the SDGs and their specific targets, but they may not be aligned with the indicators proposed by the UN. For example, the Brazilian indicator “Local government transparency index” responds to the target 16.6 “Develop effective, accountable and transparent institutions at all levels”, but is not aligned with the corresponding UN indicator “Primary government expenditures as a proportion of original approved budget, disaggregated by sector (or by budget codes or similars)”.
- In other cases, these indicators might be aligned to the UN indicators as far as the thematic is concerned (i.e. drugs and alcohol, SDG target 3.5) but do not focus on the same information as the SDG indicators proposed (in this example, UN indicators refer to the coverage of treatment interventions for substance use disorders (3.5.1) and to the harmful use of alcohol (3.5.2) but not particularly to the number of deaths due to these two problems required in the Brazilian system.
- Sometimes, the Brazilian indicator contributes partly to the UN indicator, as in the following case: Brazilian indicator “Index of urban water losses during distribution” provides information that is essential to UN

indicator “Change in water use efficiency over time” (6.4.1) although it needs to be complemented with other equally essential information.

- Other Brazilian indicators might not be aligned with the UN indicators, such as “Costs of consumables, material, transportation”.

The alignment of indicators is indeed a difficult process. Firstly, because the UN indicators were conceived for national governments and not for LRGs, and not all of them are adaptable to the local level of government, for which reason new indicators more adapted to each local reality should be envisaged. Secondly, because LRGs might not be able to gather the relevant data required. In this regard, it is essential to highlight the importance of resorting to the contributions of other territorial stakeholders with stronger capacities in data collection such as universities, research centers, CSOs or the private sector.

The key message of this exercise is, however, that the establishment and implementation of sound indicators is a requirement for the proper alignment of local policies to the SDGs.

In addition to the Brazilian effort to establish appropriate indicators for the measurement of SDG progress, another good example is the one of the **Association of German Cities, the Ministry of Planning and the Bertelsmann Stiftung**. These institutions have collaborated in the elaboration of more than 60 indicators: mostly closely in line with the SDG indicators whilst sometimes using proxy indicators. The interesting part is that they describe a clear methodology of how they have elaborated the indicators and why.

For more information click ↪ [here](#). (only in German)

Possible answers board

BRAZILIAN INDICATOR	UN INDICATOR ALIGNED
Institutional dimension	
Staff costs	16.6.1: Primary government expenditures as a proportion of original approved budget, disaggregated by sector (or by budget codes or similar)
Fiscal balance	17.1.1: Total government revenue as a percentage of GDP, by source / 17.1.2: Proportion of domestic budget funded by domestic taxes
Participation in consortia	17.17.1: Amount of US\$ committed to public-private and civil society partnerships
Social dimension	
Child mortality	3.2.1: Under-five mortality rate / 3.2.2: Neonatal mortality rate
School dropout during the first years of education	4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
Number of female homicides	16.1.1: Number of victims of intentional homicide per 100,000 population, by sex and age

Economic dimension	
Local GDP per capita	8.1.1: Annual growth rate of real GDP per capita
Index of access to fast internet	17.6.2: Fixed Internet broadband subscriptions per 100 inhabitants, by speed
Evolution of formal employment	8.3.1: Proportion of informal employment in nonagriculture employment by sex
Environmental dimension	
Index of urban water losses during distribution	6.4.1: Change in water use efficiency over time
Index of urban waste water treatment	6.3.1: Proportion of wastewater safely treated
Coverage of urban household waste collection	11.6.1: Percentage of urban solid waste regularly collected and with adequate final discharge with regards to the total waste generated by the city

Handout 5

Module wrap-up

In this Module we have learned

- The SDGs are the responsibility of LRGs inasmuch as many goals and targets concern local competences whether directly or in a cross-sectoral manner.
- In order to contribute to these SDGs in an integrated manner, the joint work of several departments is necessary, for which reason intra-administrative cooperation mechanisms should be set up. In the same line, shared competences with other levels of government require the establishment of multi-level governance platforms, and the inclusive and partnership-based approach calls for the creation of multi-stakeholder partnership mechanisms as well.
- One of the spheres of the localization of the SDGs is the alignment of the local public policies to the 2030 Agenda. This can be done by considering the different SDGs and their targets in the planning and the implementation stages of the public policies. Additionally, the alignment of public policies should be carried out in a way that the so-called “SDG principles for planning” are ensured (leave no one behind, integrated nature, partnership-based approach, multi-level governance, accountability). An interesting exercise is to break the different stages of the public policy cycle into smaller tasks and evaluate how the organization contributes to the Agenda and its principles through each of these tasks.
- In this new 2030 Agenda, establishing mechanisms for monitoring and evaluating progress has become crucial. Although it has been proven difficult to use the SDG indicators proposed by the United Nations to track

progress at local level, this does not prevent LRGs from taking innovative approaches to this aim.

- LRGs are called to share their experiences, including successes, challenges and lessons learned, with a view to accelerating the implementation of the 2030 Agenda. Sharing all of this information has different purposes: being accountable to the citizenship as a clear mandate of transparency and responsibility of public authorities, and allowing for the capitalization of good practices to help other LRGs progress in the same direction.

It is now time for this Module's trainees to apply what they have learned and contribute to...

- The understanding of the importance of the 2030 Agenda and the crucial role that LRGs play
- The setup of intra administrative, multi-level and multi-stakeholder governance mechanisms for the implementation of the SDGs
- The assurance that the SDGs and their targets, as well as the SDG principles are taken into account when planning and implementing new public policies in their organization
- The design and implementation of mechanisms for the monitoring, evaluation and reporting of the contribution to the SDGs
- The realization of the transparency & accountability principles through the presentation of results to the citizenship and to the international community, as well as to other LRGs' success by sharing the organization's best practices in all aspects concerning the achievement of the 2030 Agenda

Additional sources of information

General approach

- ↳ *Roadmap for localizing the SDGs: implementation and monitoring at subnational level*, UCLG
- ↳ *Practical tools for getting started with the SDGs*, UNSDSN
- ↳ *The 2030 Agenda for Sustainable Development*, UNSSC Knowledge Centre for Sustainable Development
- ↳ *How Do Cities Localize the SDGs?*, UNSDSN
- ↳ *National and subnational governments on the way towards the localization of the SDGs*, UCLG
- ↳ *Cities and a territorial approach to the SDGs. Chapter 1*, UNSDSN
- ↳ *Tailoring SDG to national, sub-national and local contexts*, UNDG
- ↳ *The Sustainable Development Goals are coming to life — stories of country implementation and UN support*, UNDP
- ↳ *UNDP Support to the Implementation of the Sustainable Development Goals*, UNDP
- ↳ *Implementing the SDGs during the first 1000 days. Briefing note on the Asia Regional Dialogue*, Overseas Development Institute
- ↳ *Open Mapping for the SDGs: A practical guide to launching and growing open mapping initiatives at the national and local levels*, GFDRR, HOT, MAPBOX, Peace Corps
- ↳ *The 2030 Agenda for Sustainable Development*, UNSSC
- ↳ *Practical Tools for Getting Started with the SDGs. Chapter 2*, UNSDSN

Planning

- ↳ *Urban Planning for City Leaders*, UN Habitat
- ↳ *Methodological Guide for the Formulation of Municipal Land Use Plan*, Government of the Dominican Republic, PNUMA, UNDP (in Spanish)
- ↳ *International Guidelines on Urban and Territorial Planning*, UN Habitat
- ↳ *Tools for Integrated National Development Planning*, CEPAL

Leave no one behind

- ↳ *Leave no one behind: How the development community is realising the pledge*, Bond
- ↳ *Integrated Territorial Partnerships and the SDGs: How to "leave no one behind"*, Basque Government Delegation to the European Union

Integrated nature and policy coherence

- ↳ *Governing the Interlinkages between the Sustainable Development Goals: Approaches to Attain Policy Integration*, UNDG

- ↳ *Creating Horizontal Policy Coherence*, UNDG
- ↳ *Creating Vertical Policy Coherence*, UNDG
- ↳ *It is about time to promote policy and institutional coherence for the SDGs*, Louis Meuleman. *Public Strategy for Sustainable Development*
- ↳ *Integration Simulation Tool Policy Coherence and Integration to achieve the Sustainable Development Goals*, Millennium Institute
- ↳ *Policy Coherence and the Sustainable Development Goals — What Can Evaluation Do About It?*, World Bank Group
- ↳ *Policy Coherence for Sustainable Development in the SDG Framework*, OECD
- ↳ *Policy Coherence for Sustainable Development 2017 Eradicating Poverty and Promoting Prosperity*, OECD
- ↳ *Policy Coherence of the Sustainable Development Goals*, UNEP
- ↳ *The importance of a policy coherence lens for implementing the Sustainable Development Goals*, OECD

Multi-stakeholder participation

- ↳ *Planning for Stronger Local Democracy*, National League of Cities
- ↳ *Toward an Accountability Revolution? Citizen Participation and the SDGs*, CIVICUS

Multi-level governance

- ↳ *Formalizing institutional arrangements to mainstream the SDGs and other relevant development platforms in national development processes*, CEPAL
- ↳ *Compendium of National Institutional Arrangements for implementing the 2030 Agenda for Sustainable Development*, UNDESA

Monitoring, reporting, transparency and accountability

- ↳ *Indicators for Cities. Localizing the SDGs*, *The Development and Peace Foundation* (sef:)
- ↳ *Open City: Local Government & Open Data*, EPSI Platform
- ↳ *Third Edition Regional Report: Latin America – June 2016*, Open Data Barometer
- ↳ *The need for city/urban data and monitoring systems for SDGs*, *New Urban Agenda and other global urban-related frameworks*, UN Habitat
- ↳ *Getting to 2030: Tracking SDG Indicators for Evidence of Implementation Progress*, Lynn Wagner. IISD
- ↳ *The City Prosperity Initiative*, *The City Prosperity Initiative*

Good practices by cities, regions and countries

- ↳ *Bristol and the UN Sustainable Development Goals*, Bristol Green Capital Partnership

Additional source of information

- ↳ *Edinburgh open data Map, The City of Edinburgh Council*
- ↳ *Prácticas de gobierno abierto y transparencia para el cumplimiento de los ODS, UNDP México*
- ↳ *Sustainable Development Goals Report on Cities — Launch of SDG City Reports on Shimokawa, Toyama, and Kitakyushu, Localizing the SDGs Portal*
- ↳ *Good practices. Integrating the SDGs into development planning. Indonesia, UNDP*
- ↳ *La Agenda 2030 en Colombia. Los departamentos, Government of Colombia*
- ↳ *Achieving a Sustainable Urban America: SDSN's first U.S. Cities SDG Index, UNSDSN*

Others

- ↳ *Localizing the gender equality goal through urban planning tools in South Asia, STEP*
- ↳ *Territorial Development Plans as an instrument of peace building, Government of Colombia, GiZ (in Spanish)*
- ↳ *The Region of Valencia and the local implementation of the SDGs: A region committed to Cooperation and the 2030 Agenda for Sustainable Development, Government of Comunitat Valenciana, UNDP*

Content edition: Agustí Fernández de Losada Passols, Director and Anna Calvete Moreno, Consultant of the Department of Studies and International Technical Assistance, Tornos Abogados

Methodology and design: Aleksandra Zemke, Founder and Matylda Zawadzka, Designer Smilemundo.org



*Empowered lives.
Resilient nations.*

