



**United
Nations**

Department of
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Social Affairs



Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs

Toolkit

Guide for Facilitators

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

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BACKGROUND

The Division for Public Institutions and Digital Government (DPIDG) of the UN Department of Economic and Social Affairs (UN DESA) has prepared a **Curriculum on Governance for the SDGs** composed by various Toolkits. These were initially designed for delivery in live workshops for public servants of UN Member States in all Regions.

As part of this initiative, a **Toolkit on Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs** was developed to enhance linkages between the 2030 Agenda, institutional arrangements, and policymaking. The Toolkit includes extensive instructional content in PowerPoint form, Notes for Facilitators, Reading Materials and References, and activities to be carried out in plenary sessions, breakout groups and individually. This Guide aims to enable Facilitators to deliver the toolkit on **Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs**.

Curriculum on Governance for the SDGs

The Curriculum on Governance for the Sustainable Development Goals was prepared by the UN Department of Economic and Social Affairs (UN DESA), Division for Public Institutions and Digital Government (DPIDG). UN DESA/DPIDG's mission is to support governments in strengthening their capacities to translate the Sustainable Development Goals (SDGs) and other internationally agreed goals into institutional arrangements, strategies and programmes for effective service delivery and participatory, accountable, and inclusive decision-making processes. The division's capacity development efforts are geared towards supporting developing countries, with a focus on Least Developed Countries (LDCs), Landlocked Developing Countries (LLDCs) and Small Island Developing States (SIDS).

Turning sustainable development from concept into practice presents countries with new governance and institutional challenges. One of the 11 principles of Effective Governance for Sustainable Development, developed by the UN Committee of Experts on Public Administration and endorsed by the Economic and Social Council in 2018, is **competence**. A competent and effective public service with well-motivated and professional public servants is at the center of success in implementing government policies and programs related to the 2030 Agenda and the SDGs, including in delivering services to the furthest left behind. Without a dedicated effort to help governments mobilize and build the capacities of public servants at all levels, progress on the SDGs may be undermined by ineffective bureaucracies.

In light of the above, the UN Department of Economic and Social Affairs works closely with schools of public administration and governments to help countries around the world meet their economic, social and environmental goals in a balanced way. The **UN DESA's Global Initiative on Equipping Public Servants with the Capacities to Implement the SDGs** aims at developing the capacities of governments and public servants (in terms of knowledge, skills, attitude, leadership competencies and mindsets) to support the implementation of the SDGs, provide data and information about development of capacities in the regions; and support institutional capacity development for improved public service delivery as well as North-South and South-South exchange of effective governance practices to ensure cross-fertilization and mutual learning.

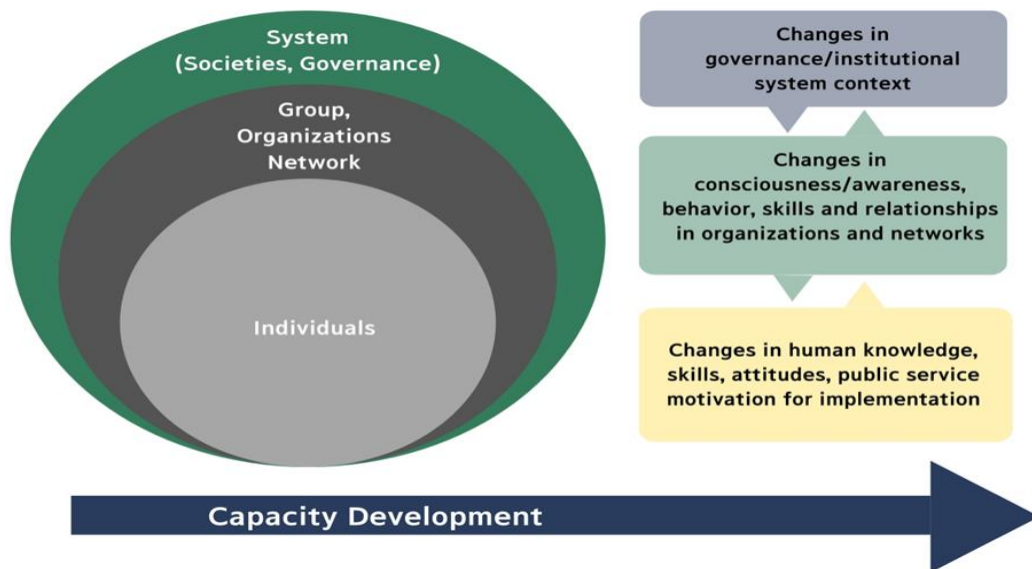
The work carried out by UN DESA/DPIDG with governments and schools of public administration is based on four building blocks:

- ✓ Systems thinking
- ✓ Co-creation

- ✓ Driving transformational change
- ✓ Focusing on impact

The initiative engages schools of public administration in developing and updating their curricula to reflect the SDGs and the key principles and objectives of the 2030 Agenda and to develop the relevant competencies that public sector leaders and public servants need to effectively support the implementation of Agenda 2030.

Four years after the adoption of the 2030 Agenda for sustainable development, there is a strong commitment and momentum for implementation. But it is also clear that implementing the Sustainable Development Goals (SDGs) presents major challenges for public institutions that need new capacities and knowledge to provide integrated support to SDG implementation and to “leave no one behind”.



The Curriculum on Governance for the SDGs was developed in collaboration with schools of public administration and other partners to respond to the need to equip public servants with the capacities to realize the 2030 Agenda.

The Curriculum is composed of a number of training Toolkits which provide a holistic roadmap in terms of key governance elements needed to implement the SDGs. Each training Toolkit is inter-related and complementary to the other ones. New national and local capacities are needed to design and implement holistic, integrated, coherent and informed political and institutional frameworks that support these new aspirations and goals. Effective governance strategies, knowledge, new skills, and attitudes are essential to build public servants’ capacities for SDG implementation and drive individual, institutional and societal changes. In designing the training tool-kits, a multi-disciplinary approach is being adopted since this is critical to addressing sustainability issues.

For more information on the Curriculum, please see the Curriculum Guide.

A. Purpose of the Guide for Facilitators

The purpose of this Guide is to provide advice and tips on how to facilitate the training course on “**Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs**” by using the toolkit material.

B. Purpose and General Objectives of the Toolkit

The training course is intended to provide methodologies and approaches that can support countries in building capacities at the **individual, organizational and institutional levels**.

It provides methodologies and guidance tools that can assist schools of public administration and governments to drive the transformational change needed to advance the implementation of the 2030 Agenda. These elements include:

- understanding key challenges within the selected area of each training toolkit
- creating a vision for change
- involving a wide range of stakeholders
- identifying enabling factors
- understanding the inter-linkages among the SDGs
- establishing links between vision, goals, objectives and which activities lead to desired outcomes
- developing a roadmap for implementation
- elaborating concrete action plans for follow-up and indicators of achievement

Focusing on impact: The training toolkits are aimed at providing concrete outcomes and lasting impact. For this reason, they are co-created with schools of public administration and other key stakeholders. The training tool-kits will be continuously updated and expanded based on the feedback received from schools of public administration and governments. They will become “living documents” that can be customized to the needs of specific countries. To ensure that the training toolkits are relevant and have an impact, they will be pilot tested, on a voluntary basis. Follow-up to the training can also be strengthened through targeted advisory services and peer-to-peer learning workshops. Engaging with schools of public administration will ensure a multiplying effect since national schools will utilize the Curriculum to train public servants.

Beneficiaries: The Curriculum and its training toolkits will be used through different avenues. It is intended in the first place for use by governments and civil servants through the schools of public administration. The training toolkits will be made available online and schools of public administration will be encouraged to utilise the material in any way they see relevant. Moreover, DPIDG advisors will use the training package for specific capacity development delivery, based on requests by governments or by regional commissions. Finally, this training course can also be useful for resident coordinators who have been approached directly by respective government partners that they partner with. The training toolkits will be tailored to the appropriate level, depending on the specific requests.

Exchange Platform: UNPAN was revamped and will be used as an interactive platform for this Curriculum. Schools of public administration will be able to make changes and provide feedback by becoming partners of UNPAN and sharing their own comments as well as their own curricula, case studies, etc.

Capacity Development Training : Training courses and material are provided free of charge. All materials will be made available online. While the training courses are intended as training for trainers, short online trainings/courses will be developed in a second phase.

General objectives of the toolkit: The primary objective of the training toolkit is to assist Member States in strengthening their public institutions for policy coherence to implement the SDGs. The toolkit aims to strengthen the capacity for policy coherence at the institutional, organizational, and individual level. The toolkit seeks to enable individual participants to understand, analyze and reflect on the significance of institutions and organizations for creating coherent policies.

C. Training Scenario for Toolkit Delivery

The following is a checklist to implement face to face capacity development activities where facilitators and training organizers can follow a standardized process. The checklist ensures minimum criteria in key areas of instructional design applicable to learning and training, including analysis, design, development, implementation, and evaluation (ADDIE).

- **Analysis**

Step 1: Conduct a Needs Assessment Exercise through various modalities. These could include feedback during workshops or a short online survey to better define participant or learner expectations, training objectives, contents

Step 2: Gather information about the target audience (e.g. level of skills, knowledge, and preferred role in public institution, specific countries, etc.)

Step 3: Identify the purpose, goals and learning objectives of the training (e.g. competency gaps, problem to solve, Sustainable Development Goal targets it seeks to impact, etc.)

- **Design**

Step 1: Create a draft structure for the training bearing in mind the logical flow of the training and skeleton structure focused on i) introduction of concepts and policy frameworks, ii) examining application to national context, iii) new expert knowledge on key topics, iv) training output preparation, and v) evaluation.

Step 2: Circulate the draft structure and agenda for peer review and potential partnerships with schools of public administration and expert institutions. Define the number of days for the training – ideally between four to five days of duration, bearing in mind budget limitations. Ensure that the training is flexible enough so that schools of public administration may use components of the training or adapt the training to their own needs.

Step 3: Develop learning objectives per module and draft learning content. Link learning objectives and the content of training in a sequenced and logical manner, bearing in mind the limitations of the target audience.

- **Development**

Step 1: Based on the work prepared during the previous phases, create, and develop the content and activities of the training course.

Step 2: Identify experts and resource persons to contribute to sessions

Step 3: Use exercises per module and ask participants to read the suggested readings the day before of each session of the course. Prepare exercises and facilitation tools in line with the target audience's capabilities and limitations in mind. Note that exercise outputs such as action plans can serve as evidence for later evaluation of the training's effectiveness.

- **Implementation**

Step 1: Circulate the call for training participants and define the final list of participants, including their background (e.g. through short bios collected into a booklet), the background information of resources persons and all relevant personnel which will be active in the training delivery. This information can be presented as part of a training booklet or guide to be used during the training.

Step 2: Prepare, collect, and test the training materials including presentations, exercises, research and additional reading materials, and equipment to ensure they are operational and efficient to meet the objectives of the training. Ensure that the training materials are organized and readable for all participants in the target audience, bearing in mind their needs.

Step 3: Deliver the training in a timely and efficient format. Ensure there is a timekeeper, rapporteur, note taker, facilitator, and local personnel to guide through each training module and session.

Step 4: Prepare social media updates and photos that are collected throughout the training, including quotes and cases from the countries and participants. Circulate these to the communications focal point for publishing.

- **Evaluation**

Step 1: Using one of the evaluation templates provided here in annex III, evaluate the training results by distributing the forms to participants to ensure that the goals and objectives have been achieved via both formative and summative evaluations:

- a. Formative evaluation is carried out throughout the different stages of the training (e.g. daily or per module).
- b. Summative evaluation is done at the end of the program.

Step 2: Collect the evaluation results and analyze them, organizing them into a short summary document.

Step 3: Prepare a report of the training, including summary points per session, presentations and training materials, key outcome messages, evaluation results and circulate for peer review. After peer review, publish the report and circulate among participants. Ensure it is a concise and readable publication.

Step 4: Conduct a short evaluation about 6-8 months (as per the annex) following the activity to assess true impact especially on the participant's institution using a short survey assessing knowledge retained and follow up activities conducted.

D. General Facilitation Guidelines¹

An important role of the facilitator is to ensure that s/he creates the best possible learning climate. For this to happen, seven important characteristics must exist.

- Participants must want to learn.
- The content and process must be relevant and in context for the learner.
- Practice of the material or ideas must be an integral part of the training.
- Participants must translate ideas into their own words, allowing ownership of the learning.
- There must be a sense of creative tension formed in which people find a variety of ways to develop their learning.
- Participants must have an expectation that the learning will make their work more effective.
- Participants must have an expectation that the learning experience will be fun and positive.

The facilitator is responsible for creating a physical and psychological environment in which the participants can work and learn. As a rule of thumb facilitators must remember that country participants may come from varying economic, geographic backgrounds and from various administrative disciplines. Background knowledge on concepts may be diverse, which adds to the richness of discussion. In addition, English is often a second language. The training may often be in English, but fluency in English language may be varied among participants – thus it is fundamental to test understanding during each opportunity possible.

For there to be a good training climate, the following factors must be present:

- Good physical conditions.
- Respect, acceptance, and trust.
- Encouragement of self-discovery.
- An atmosphere that encourages openness and participation.
- A consideration that differences are good and desirable.
- An understanding that individuals have a right to make mistakes.
- A recognition of the variety of ways that people learn.
- An understanding of how individuals will use the learning. As the combination of factors varies from group to group, the facilitator must also consider the characteristics of the group being trained. This includes the preferred learning style of the participants (some learn through video, others through text and others more so through discussion).
- Accessibility for people with disabilities.

Guidelines for Effective Training Facilitation*

At the Start of Training ...

- Set up the room to facilitate learning and group member interaction
- Help group members feel welcome and comfortable -- with the environment, each other, and the trainer
- Build interest in the training topic
 - Discuss why the training is important to participants
 - Ask for and respond to participants' needs and interests

¹ Source: UNHCR Facilitators Toolkit. Retrieved from: <https://www.unhcr.org/4371d7c92.pdf>

- Set realistic expectations together
- Build participants' interest in each other as group members and learning resources
 - Ask participants to discuss their experience and the resources they contribute
 - Reinforce the ideas of valuing individual differences and recognizing each other as resources
- Establish self as learning facilitator vs expert teacher
 - Set norms for active participation
 - Find ways to reinforce the initial contributions of other group members
 - Encourage dialogue among group members vs only with trainer

Throughout the Training Remember these Rules of Thumb...

- ✓ Use a variety of instructional methods to keep interest high and the pace moving appropriately for participants
- ✓ Encourage questions and comments to help participants understand and “digest” key points
- ✓ Take the time to ensure that most participants understand/have learned the topic at hand
- ✓ If training is in English - English is a second language for many UN country representatives
- ✓ Establish time for those who have further needs to discuss them with the trainer or other participants during breaks or after the session
- ✓ Ensure that the trainer's non-verbal behaviors encourage participant involvement and interactions with each other
- ✓ Move forward to ask questions
- ✓ Make open-handed gestures to signal a desire for comments, questions
- ✓ Show interest non-verbally in what participants have to say (relaxed listening posture, appropriate head nodding, eye contact)
- ✓ Shift eye contact from speakers to others, so that speakers will do the same
- ✓ Ensure that the trainer's verbal behaviors encourage participant learning and interactions with each other
- ✓ Ask direct questions of specific individuals
- ✓ Ask indirect questions of entire group
- ✓ Use different types of questions and reflections
- ✓ Ask if others can respond to a participant's question directed to the trainer
- ✓ Ask the questioner what s/he thinks before soliciting responses from others or giving a response
- ✓ Keep the group on task
- ✓ Manage time and group interactions effectively to accomplish objectives
- ✓ Make sure that “airtime” is shared equitably
- ✓ Observe individual reactions and group interactions carefully; adjusting interactive style, questioning methods and/or instructional activities to respond to sensed needs or concerns
- ✓ Model effective active listening and self-disclosure skills
- ✓ Be willing and able to confront individual defensiveness or interpersonal conflict situations sensitively and skillfully
- ✓ Demonstrate care and respect for each participant's dignity and wellbeing as a human being and country representative
- ✓ Model recognition of, and appreciation for, diversity in line with UN core values
- ✓ Maintain a balance between intensity and lightness of effort and mood
- ✓ Encourage humor

E. Facilitation Guidelines for the Toolkit on “Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs”

This toolkit is a set of comprehensive training materials that aims to facilitate and strengthen capacities of government officials, academics, UN Country Teams to run training workshops on **Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs**.

The training course consists mainly of 9 Modules. The course is designed to cover a five-day training period. The materials and activities presented address challenges for moving towards policy coherence for SDG implementation. The modules discuss key building blocks for policy coherence and includes the presentation of concepts, cases, and activities for participants. The course consists of combination of in-class lectures, short videos, and individual and group activities. Module 1 addresses foundational concepts for the analysis of institutional arrangements and policy coherence. Module 2 takes a strategy perspective by introducing the UN DESA Institutional Readiness Assessment for Policy Coherence as well as indicators for measuring coherence. Module 3-9 cover the question “how” to move towards policy coherence across the key building blocks discussed in modules 1 and 2. The toolkit seeks to enable individual participants to understand, analyze and reflect on the significance of institutions and organizations for creating coherent policies.

Preparation

Readings are assigned to each module and participants are asked to read them before the session..

Presentation and Facilitation

The toolkit combines presentation delivery and interactive exercises in groups and on an individual basis. Each day starts with a recap of the day before and ends with wrapping up and reflection to prepare the Action Plan.

Session objectives

In each session a few minutes are allocated presenting Session Objectives.

Action Plan

The Action Plan is the key activity of the second half of day 5. However, it is prepared step-by-step through a brief activity at the end of each module. In the session on the Action Plan, these activities are reflected upon and discussed. A handout for participants in the Annex to this guide provides details.

Evaluation

At the end of the trainings course participants should complete a more comprehensive evaluation. A sample is shown in Annex III.


Welcome & Introduction

Introduction of course facilitator and participants, overview of the course program, ice breaker activity: participants briefly elaborate on a key policy challenge in her working environment that links to policy coherence

Module 1: Institutional Capacities for Policy Coherence

<p>10:00 - 10:10 (10 mins)</p>	<p>Roundtable to check participants' existing understandings</p>	<p>This module serves as a starting point for the toolkit and introduces the basic concepts of the toolkit to the participants (policy coherence, systems thinking, institutions, coordination) and focusses on why policy coherence is important for SDG implementation and why institutions are crucial for moving towards policy coherence. The slides address the core concepts and engages participants in various exercises related to the concepts. Ask participants one of the questions on slide 3!</p> <p>Learning outcomes: To understand why policy coherence is relevant, what it is, what institutions are, how they relate to policy coherence and how systems thinking, and coordination are concepts to better understand enabler and obstacles for policy coherence.</p>	<p>Slides Module 1, Slide 3</p>
<p>10:10 - 10:15 (5 mins)</p>	<p>Objectives and Achievements of Module 1</p>	<p>Present the objectives and achievements of module 1 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how)</p>	<p>Slides Module 1, Slides 4-6</p>
<p>10:15 – 10:45 (30 mins)</p>	<p>Presentation: on governance principles, policy coherence, systems</p>	<p>Present the slides to the participants, including showing a video</p> <p>Slide 9: The 11 principles are grouped in three blocks (Effectiveness, Accountability, Inclusiveness) and each comprises several principles that are reflected here in keywords (as in the ECOSOC booklet). The booklet is in the readings and you may want to direct participants' attention to it.</p> <p>Slide 10: This slide “zooms-in” the three effectiveness principles because (a) they are interlinked and (b) “sound policy” making includes/refers to policy coherence (in red). According to the ECOSOC principles, sound-policy making is crucial for effective governance and policy coherence is integral to sound-policy making (in red color).</p> <p>Slide 12: Please emphasize that SDG 17 defines enhanced policy coherence as an explicit target for SDG implementation and sustainable development</p> <p>Slide 13: SDG 17 and target 17.4 got explicit high-level political support: The SDG Summit resulted in the adoption of the Political Declaration: Gearing up for a decade of Action. World leaders called for a decade of action to deliver the SDGs by 2030 and announced actions they are taking to advance the agenda. The General Assembly endorsed the Political Declaration on 15 October 2019. More than 100 acceleration actions have been announced. The 2030 Agenda emphasizes the need for integrated approaches to realize the Sustainable Development Goals (SDGs). Specifically, SDG target 17.14 calls on all countries to “enhance policy coherence for sustainable development” as a key means of implementation. The call for integrated solutions was reiterated during the first United Nations Summit on the SDGs since the adoption of the 2030 Agenda, which took place in 2019. During that occasion, Heads of State and Government committed to strengthening institutions for more integrated solutions.</p>	<p>Slides Module 1, Slides 7-22</p>

		<p>Slide 20: This slide illustrates the building blocks of policy coherence as conceptualized by the UN DESA Institutional Readiness Assessment which will be discussed in detail by module 2.</p> <p>Slide 21: The graph is just an illustration of how OECD conceptualizes building blocks – similar, but slightly different from Un DESA.</p>	
10:45 - 11:10 (25 mins)	Activity: Group work on policy synergies	<p>Ask participants at their tables to discuss policy synergies in universal health care/COVID-19 as detailed on the slide. Depending on the number of participants/tables at which participants are seated, you may want to assign one of the other goals to each table and ask participants to discuss synergies and their rationales in detail. Alternatively, you can just ask all tables to discuss the four and come up with more synergies on their own.</p> <p>Time: 10 minutes for group discussion + 15 minutes for plenary discussion in which the groups briefly report their discussion.</p> <p>Debriefing question/comment for the facilitator: Policies are interdependent and policies in one field affects others – synergies and/or trade-offs/conflicts. Policy coherence and system thinking guides our attention to those synergies/trade-offs.</p>	Slides Module 1, Slide 23 + Handout
11:10 - 11:30 (20 mins)	Presentation: ‘Slides on systems thinking (including Case of Egypt)	<p>Present the slides to the participants</p> <p>Re Slides 24/25: You may want to ask participants if they are aware of similar efforts (such as the systems thinking exercise in Egypt) in their own contexts/working environments.</p>	Slides Module 1, Slides 24-29
11:30-11:40 (10 mins)	Break		
11:40 - 11:55 (15 mins)	Activity: Activity on Systems-thinking and complexity	<p>This activity is supposed to make visible multiple connections and complexity of multi-sectoral challenges (adapted from GIZ Playbook on Systems Thinking, 2011, “Web of Life”, http://klimamediathek.de/wp-content/uploads/giz2011-0588en-playbook-climate-change.pdf).</p> <ul style="list-style-type: none"> • Ask participants to stand up and stand together in a circle, • Ask participants to agree on a multi-sectoral challenge (e.g. climate change, COVID-19, migration ...) they want to work on • Then ask participants to brainstorm on related issues on an individual basis and silent (example: if the challenge is climate change, participants may come up with related issues such as extreme weather conditions, increasing flood, climate refugees/migration, conflict, food supply etc.) • Say “climate change” and keep the end of the yarn, ask another participant for their related issue, hand the other end of the yarn to that person, now another participant should come up with an issue closely linked to the previous one – while all previous persons keep their part of the yarn, every for every newly mentioned one, the person gets his/her part of the yarn until a complex web of strings becomes visible as on the picture below (source of the picture: GIZ 2011, p. 140). • Once the group is sufficiently entwined, ask, “Have you captured most of the important variables?” • Debriefing: 	Slides Module 1, Slide 30 + handout + yarn

		<ul style="list-style-type: none"> • (1) Ask the participants for their reactions • (2) Which variables have the most connections? What does that tell you? Where might there be a significant disconnect between actions and consequences?  <p><i>(Note: The notes section on slide 30 also includes these details on the activity)</i></p>	
11:55 – 12:15 (20 mins)	Presentation: ‘Slides on institutions and coordination	Present the slides to the participants	Slides Module 1, Slides 31-39
12:15 – 12:45 (30 minutes)	Activity: Case Study on institutions & policy coherence around carnivore management	Ask the participants to discuss the case scenario/questions at their tables and then let them report their group discussion to the plenary Time: 15 minutes for discussion at the table and 15 minutes for plenary discussion Ask them to structure their report alongside the questions on the slide. Distribute the relevant handout to participants. <i>(Note: Slide 40 includes details on this activity)</i>	Slides 40 + handout
12:45 - 13:00	Wrap-up & Action Plan: Concluding Round table	Change Project: Participants are invited to reflect institutional system in place, political structures and decision-making realities, and how they shape the starting point to move towards policy coherence and outline the gaps/opportunities and actions they can take to move forward based on this reflection.	Slide 41 + handout
13:00-14:00	Lunch		
Module 2: Assessing Institutional Readiness for Policy Coherence			
14:00 - 14:10 (10 mins)	Roundtable to check participants` existing understandings	This module familiarizes participants with how to assess the institutional readiness for policy coherence of a country. The material introduces participants to the assessment methodologies of the integrated indicator framework for Goal 17/Target 17.4 and to the institutional readiness assessment of UN DESA and its building blocks. The module introduces the 9 building blocks, requests participants to fill in Building Blocks 1-3 of the UN DESA Readiness Assessment and focusses on discussing the relevance of political commitment for moving towards policy coherence. Ask participants one of the questions on slide 3! Learning outcomes: To understand why and how to assess institutional readiness for policy coherence, to be able to describe indicators for assessing institutional readiness alongside nine building blocks, to discuss the relevance of political commitment for policy coherence, to reflect on institutional strengths and weaknesses qualifies and on how to foster political commitment.	Slides Module 2, Slide 3

14:10 - 14:15 (5 mins)	Objectives and Achievements of Module 2	Present the objectives and achievements of module 2 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how)	Slides Module 2. Slides 4-6
14:15 – 14:45 (30 mins)	Presentation: Module 2	<p>Present the slides to the participants</p> <p>Slide 8: Tier Classification Criteria/Definitions: Tier 1: Indicator is conceptually clear, has an internationally established methodology and standards are available, and data are regularly produced by countries for at least 50 per cent of countries and of the population in every region where the indicator is relevant. Tier 2: Indicator is conceptually clear, has an internationally established methodology and standards are available, but data are not regularly produced by countries. Tier 3: No internationally established methodology or standards are yet available for the indicator, but methodology/standards are being (or will be) developed or tested. (As of the 51st session of the UN Statistical Commission, the global indicator framework does not contain any Tier III indicators)</p> <p>Slide 10: The building blocks for policy coherence as conceptualized by UN DESA for the Institutional Readiness Assessment for Policy Coherence emphasize that not only structural elements are important (such as budgeting or organizational structures), but also political and behavioral elements. This broader conceptualization is crucial as changing formal structures and/or legislation does not necessarily result in the transformative change that is needed to move towards policy coherence for the SDG implementation.</p> <p>Slide 11: This slide links the Toolkit and the UN DESA Institutional Readiness Assessment. It shows how the Building Blocks of the Readiness Assessment are reflected and discussed in the module structure of the toolkit.</p> <p>Slide 13: This slide is about “what does it all mean?” – “do we need an encompassing major administrative reform”? No, that’s not what we are proposing, it is rather about raising awareness of what it takes in institutional terms to move towards policy coherence. When doing the UN DESA Institutional Readiness Assessment, countries will realize that they have different strengths and weaknesses on their paths towards coherences and the assessments provides detailed insights into areas where reforms/adaptations are particularly needed.</p>	Slides Module 2, Slides 7-16
14:45 - 15:00 (15 mins)	Activity: Brainstorming	<p>Based on the previous presentation, participants are now asked to brainstorm individually on institutional strengths and weaknesses for policy coherence of their own background. Distribute yellow post-its for strengths, and blue post-its for weaknesses. Ask participants to write down one strength/weakness per post-it. Collect on a flipchart. Come back to this flipchart at the end of this and the following module and compare what has been discussed with the terms collected on the flipchart. Reactions should be spontaneous!</p> <p><i>(Note: Slide 17 provides details on this activity)</i></p>	Flip charts, Post-its, markers, and sharpies + Slide 17

15:00 - 15:30 (30 mins)	Activity: Individual Exercise	Distribute printouts of the Building Blocks 1-3 of the UN DESA Readiness Assessment and ask participants to fill them in.	Prints of the Building Blocks 1-3 of the Readiness Assessment
15:30-15:40 (10 mins)	Break		
15:40 - 16:10 (30 mins)	CONTINUE: Activity: Individual Exercise	See above	
16:10 – 16:30 (20 mins)	Round table on findings	Discuss the findings of Building Block 1 of the readiness assessment.	Slides Module 2, Slide 19, handout
16:30 – 17:00	Presentation on the political nature of policy coherence and on the case of Finland	<p>Present slides to the participants.</p> <p>Slide 20: Because ideology, norms and values shape policymaking, the search for policy coherence is not an objective process free of interests. There can be many paths to achieving coherence, the outcomes of which will have different implications for different stakeholders. Policy coherence as such is political as the compromises and the outcome of conflicts in coordination often represent trade-offs between different policy solutions and reflect political power relations and/or differences in resource availability.</p> <p>Slide 21: Even if you would have identified the steps for moving towards policy coherence and for example linkages between the impact of girls’ education on mitigating climate change, it would still involve a political debate about the reallocation of resources of fossil fuel subsidies to girls education. This needs to be considered because real world policymaking is still heavily influenced by negotiating competitive interests and competing goals. It is therefore important to consider the political dimension of policymaking.</p> <p>Slide 22: It is crucial to reflect on the political and administrative interface: Politics is about the exercise of power through political leaders while administration is about contributing technical expertise through advising politicians and in the formulation and implementation of public policy.</p> <p>Slide 23: It is important to have in mind that political commitment reflected in political decisions and policies need to balance policy priorities and policy coherence – as making policies and decisions is about priorities. Priorities reflect political preferences and choices – and it is crucial to be aware that priorities can shape in what ways policies are considered coherent.</p> <p>Slide 24: However, politics and the political nature of policy coherence should not necessarily be considered a barrier, it’s just important to think about how to navigate the politics. This toolkit wants to equip participants with approaches for how to navigate politics. For civil servants it is important to provide advice to politicians based on expertise and to anticipate the political implications of their advice.</p> <p>Slides 25 + 26: Case of Finland. – see text on the slides</p>	Slides Module 2, Slides 20-26

17:00 - 17:30	Wrap-up & Action Plan	Change Project: Participants are invited to reflect and outline the gaps/opportunities and actions they can take to move forward based on the key building blocks discussed that day.	Slides Module 2, Slide 27, Handout
Day 2: Organizational Structures for Inter-Ministerial Collaboration, Use of Technologies for a Whole-of-Government Approach and Aligning Budgets to Policy Priorities			
Recap Day 1 and Overview Day 2			
9:00- 9:05 (10 mins)	Recap Day 1 – Slide	After welcoming participants, return to the learnings from Day 1. Start with Slide 2 of the slide deck for Module 3. This slide refers to the why-what-how-logic of the toolkit. And just recaps the objectives of Day 1.	Slides Module 3, Slide 2
9:05-9:20 (15 mins)	Recap Day 1 -Activity	Ask participants to reflect on their two-key take-aways from Day 1, ask them to write the two down. Take a brief round in the room and ask everybody to briefly explain their two and why these are key to them.	Slides Modul 3, Slide 3, cards
9:20-9:30	Objectives and Achievements of Day 2 – Slides	Introduce the participants to the objectives and achievements of Day 2 – structured in modules 3 and 4. Slide 4 refers to the why-what-how-logic of the toolkit. Day 2 moves from the “why”/ “what” of day one to the “How” — How to move towards policy coherence? Day 2 focusses on the how-question (and so do Days 3,4,5). Day 2 addresses the question through focusing on the crucial relevance of planning and institutional planning structures as well as the significance of budgeting and digital technology for policy coherence. Planning, budgeting, and technology are crucial levers for moving towards policy coherence.	Slides Modul 3, Slides 4-8
Module 3: Planning for SDG Implementation: Organizational structures for inter-ministerial collaboration			
09:30 - 09:40 (10 mins)	Roundtable to check participants` existing understandings	This module familiarizes participants with why national development plans are crucial for policy coherence and SDG implementation and how to align national planning with SDGs. It furthermore looks into organizational arrangements for coherent SDG implementation. Ask participants one of the questions on slide 11! <i>Learning outcomes: To understand the potential contributions of NDPs to policy coherence and the achievements of SDGs, to recognize the critical role of leadership and ownership in adapting NDPs for implementation of SDGs, to be aware of the choices of organizational arrangements for coherent policies across sectors and levels of government, to recognize of the critical role of mandate and authority of organizational arrangements for effective implementation of SDGs, to realize the breadth of country experiences.</i>	Slides Module 3, Slide 11
09:40 - 09:45 (5 mins)	Objectives of Module 3	Present the key objectives of module 3 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how). Slide 12 relates module 3 to the why-what-how-structure and illustrates that module 3 focuses on organization and planning in the “how”- part.	Slides Module 3, Slide 12
09:45 – 10:15 (30 mins)	Presentation: Module 3	Present the slides to the participants <i>(Note: Some slides contain details on how to explain specific concepts)</i>	Slides Module 3, Slides 13-22

10:15 - 10:20 (5 mins)	Video on MAPS	Show the embedded video on the MAPS approach to the participants. Debriefing question: Are you aware of any MAPS activities in your country?	Slides Module 3, Slide 23
10:20 - 10:30 (10 mins)	Continue Presentation (including cases)	Present the slides to the participants	Slides Module 3, Slides 24-27
10:30-10:40 (10 mins)	Break		
10:40 - 11:10 (30 mins)	Activity: Plenary Round Table	Ask participants to return to the Building Blocks 1-3 of the UN DESA Readiness Assessment they filled out on day 1 and reflect their responses considering what has been discussed so far in module 3. Ask them to reflect on a policymaking, planning and SDG implementation. Then facilitate a discussion on the following questions: <ul style="list-style-type: none"> • What is working, and not working, in your country? • How well aligned are national planning for development and SDG implementation? Time: 10 minutes reflection + 20 minutes discussion	Slides Module 3, Slide 28, handout
11:10 – 11:30 (20 mins)	Presentation & Discussion on Organizational Arrangements	Present the slides to the participants On slide 31 ask them, in which model their country fits and what experiences they have with this model. Ask for advantages/disadvantages, then proceed with slide 32.	Slides Module 3, Slides 29-32
11:30 – 12:15 (45 minutes)	Activity: Group work and interactive discussion on designing organizational arrangements	<i>Participants are invited to identify and assess the elements of an Action Plan for design and improvements of organizational structures for coherence. Ask the participants to discuss the following two questions in their groups:</i> <ol style="list-style-type: none"> 1. <i>What are the key underlying motivations and strategic considerations when designing the institutional set-up, leadership, and co-ordination mechanisms for the implementation of SDGs?</i> 2. <i>What are the weaknesses and strengths for future implementation work associated with the different features of institutional setup, leadership, and co-ordination mechanisms?</i> Ask them to assign a rapporteur to each group and nominate one facilitator for the discussion (among the participants). The facilitator runs to discussion and while the groups discuss, prepares the moderation. Time: 20 minutes for group discussion + 25 minutes joint interactive discussion run by assigned moderator	Slides Module 3, Slides 33-36, handout
12:15 - 12:30	Wrap-up & Action Plan	Change Project: <i>Participants are invited to each nominate the three priorities for change in their country's NDP from the list on slide 39.</i> Wrap-up: What are the three issues of this module to retain for the ACTION PLAN on Day 5? On slide 40.	Slides Module 3, Slide 39 and 40, Handout

12:30-13:30	<i>Lunch</i>		
Module 4: Aligned Budgeting, Integrated Financial framework & Regulatory Quality Instruments for coherent implementation of the SDGs			
13:30 - 13:40 (10 mins)	Roundtable to check participants' existing understandings	<p>This module familiarizes participants with the significance of the budgeting system for policy coherence, outlines the challenges to achieve coherence with budgets and introduces participants to the core challenges of SDG budgeting. The module covers the UNDP approach to SDG budgeting, presents cases and then moves to the relevance of regulatory instruments for budgeting, and outlines the digital transformation can support SDG implementation and coherence.</p> <p>Ask participants to share their experiences as detailed on slide 3!</p> <p>Learning outcomes: To recognize the critical contributions of financing, budgeting, regulatory quality and digital government to policy coherence and SDG implementation, to be aware of principles of output-based budgeting for SDG implementation and the range of actual practices and experiences, to understand the role of institutional frameworks for enabling budgeting and regulatory quality for policy coherence, to appreciate potential and requirements of digital transformation for sustainable service delivery, to benefit from country experiences in the use of regulatory instruments for policy coherence</p>	Slides Module 4, Slide 3
13:40 - 13:45 (5 mins)	Objectives and Achievements of Module 4	<p>Present the objectives and achievements of module 4 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how)</p> <p>Slide 4: This slide refers to the why-what-how-logic of the toolkit. Day 2 focusses on the how-question (and so do Days 3,4,5). Module 4 addresses the question through focusing on the relevance of budgeting and technology as crucial levers for moving towards policy coherence.</p>	Slides Module 4, Slides 4-6
13:45 – 14:10 (25 mins)	Presentation on the relevance of budgeting for policy coherence, challenges, and institutional frameworks	Present the slides to the participants	Slides Module 4, Slides 7-18
14:10 - 14:20 (10 mins)	Video on INFF	<p>Show the embedded video to the participants.</p> <p>Debriefing question: Are you aware of INFF attempts in your country?)</p>	Slides Module 4, Slide 19
14:20-14:40 (20 mins)	Presentation on integrated financing frameworks	Present the slides to the participants	Slides Module 4, Slide 17-21
14:40 - 15:00 (20 mins)	Individual Activity	Distribute printouts of the Building Block 5 of the UN DESA Institutional Readiness Assessment and ask participants to fill them in	Prints of the Building Block 5 of the Readiness Assessment
15:00-15:10 (10 mins)	<i>Break</i>		

15:10 – 15:30 (20 mins)	Round table on findings	Facilitate a discussion on the findings of the Building Block5 of the UN DESA Institutional Readiness Assessment Debriefing questions: <ul style="list-style-type: none"> • How do participants assess the state of budgeting for policy coherence? • What is the role of the Ministry of Finance? • What institutional mechanisms are in place? 	Slides Module 4, Slide 22, handout
15:30 – 15:50 (20 mins)	Presentation on the UNDP approach for SDG budgeting and cases	Present the slides to the participants	Slides Module 4, Slides 23-33
15:50-16:30 (40 mins)	Group Activity: Action Plan	Organize participants in three groups and ask them to develop an “Action Plan for better housing for citizens” to be included in the next annual budget. Ask them to discuss the following questions: Specifying the Dimensions of Better Housing: Which Ministries and Agencies need to be at the table? Assessing the Sources of Financing: Options of Resource Mobilization Allocation of Authority for Implementation Discuss if the establishment of a cross-sectoral budget is possible and how it could look like! Facilitate a plenary discussion: Reporting from group work and presentation of the Action Plan of each group Debriefing questions: <ol style="list-style-type: none"> (1) Which constraints could arise in your context when it comes to implementing such a plan and a cross-sectoral budget? (2) Which SDGs are linked to a plan on Housing? Time: Group work 20 minutes + 20 minutes discussion	Slides Module 4, Slide 34, handout
16:30-16:40 (10 mins)	Break		
16:40-17:05 (25 mins)	Individual Activity	Distribute printouts of the Building Block 6 of the UN DESA Institutional Readiness Assessment and ask participants to fill them in	Prints of the Building Block 6 of the Readiness Assessment
17:05 – 17:15 (10 mins)	Round table on findings	Facilitate a discussion on the findings of the Building Block 6 of the UN DESA Institutional Readiness Assessment. Focus on the digital technology part, the data part will be covered by module 8 Debriefing questions: <ul style="list-style-type: none"> • How do participants assess the state of digital transformation in the public sector in their country? • How do participants evaluate the opportunities to move towards policy coherence with the support of digital tools? 	Slides Module 4, Slide 36, handout
17:15-17:30 (15 mins)	Presentation on digital technologies and SDG implementation including cases	Present the slides to the participants	Slides Module 4, Slides 37-42
17:30-17:45	Round table on Action for	Facilitate a round table discussion: on: <i>What are priority actions for advancing the digital</i>	Slides Module 4, Slide 43, handout

(15 mins)	Change	<p><i>government agenda for policy coherence and SDGs in your country?</i></p> <p>Lead questions</p> <ul style="list-style-type: none"> • What should be priority public services of transformation for policy coherence? • How to finance the transformation? • Who should be the driver(s) 	
17:45 - 18:00 (15 mins)	Wrap-up & Action Plan	Change Project: Participants are invited to reflect on this question: Among making finance, budgeting, regulating and digitization more SDG prone– what would be the priorities and why?	Slides Module 4, Slide 44, Handout
Day 3: Transformational leadership, Changing Mindsets and Reaching out to Stakeholders for Policy Coherence			
Recap Day 2 and Overview Day 3			
9:00- 9:05 (5 mins)	Recap Day 2 – Slide	After welcoming participants, return to the learnings from Day 2. Start with Slide 2 of the slide deck for module 5. This slide refers to the why-what-how-logic of the toolkit. And just recaps the objectives of Day 3.	Slides Module 5, Slide 2
9:05-9:25 (20 mins)	Recap Day 2 -Activity	Ask participants to write a “letter to myself” in why they reflect on an individual basis on which lessons they take from Day 2, why these lessons are crucial to them and how they link to their personal working environment! Distribute the handout and let them write for 20 minutes. The letter is just for themselves and not for sharing.	Slides Module 5, Slide 3, handout
9:25-9:30 (5 mins)	Objectives and Achievements of Day 3 – Slides	Introduce the participants to the objectives and achievements of Day 3 – structured in modules 5 and 6. Slide 4 refers to the why-what-how-logic of the toolkit. Day 3 focusses on the how-question. Day 3 addresses the how-question through focusing on transformational leadership, changing mindsets, and reaching out to Stakeholders for Policy Coherence.	Slides Module 5, Slides 4-7
Module 5: Performance Management and Changing the Political and Administrative Culture for Policy Coherence			
09:30 - 09:40 (10 mins)	Roundtable to check participants` existing understandings	<p>This module familiarizes participants with the significance of performance management of officials and public servants, leadership and changing mindsets for policy coherence. It is built around the central notion of the WPSR 2018 (slide 11) according to which public servants are key in moving to greater co-ordination and collaboration. Changing administrative culture in that direction is - like any other culture change - a long-term process where perseverance is critical. Skills and competences, transformational leadership and a series of performance management tools will be introduced. Examples of countries demonstrate, however, that governments are generally not yet investing enough.</p> <p>Ask participants to share their own experiences with human resource management for policy coherence – in many countries still a lagging area of investment (see slides 32/33).</p> <p>Learning outcomes: to understand the impact of values, attitudes, mindsets on progress in coherence of policies, to appreciate competencies and skills for collaboration, to recognize the role of political and managerial leadership in favor of collaboration, to value the importance of administrative culture for policy coherence, to discuss performance management for policy coherence</p>	Slides Module 5, Slide 8

09:40 - 09:45 (5 mins)	Objectives of Module 5	Present the key achievements of module 5 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how). Performance management is part of the “how” in the “why- what- how” logic of the toolkit.	Slides Module 5, Slide 10
09:45 – 10:00 (15 mins)	Tandem Activity	Share with the participants the quote of the WPSR 2018 on the role of people for policy coherence. Ask them to discuss with their neighbor to the left or right how they relate to the quote and how they would respond to the three questions.	Slides Module 5, Slide 11.
10:00 – 10:30 (30 mins)	Presentation of concepts & Video	Your presentation will cover key concepts of engaging the public service at the institutional and leadership level. Starting with the strategic triangle of creating public value, a discussion of the roles of public servants in supporting the policy cycle, an overview of values and leadership, qualities of public servants and sound public employment systems, you continue with mindsets and leadership, the latter being a well-known challenge given our minds are formed by education and experience. A quote from Prof Mohammed Yunus, Nobel Laureate, and a visual challenge illustrate the argument. The video with Anne Matthews, Chief of Administration of ESCAP, presents a practical experience of leadership change in the UN system. Anne underlines the benefit of giving staff a voice and listen carefully. Finally, the concept of “public managers as boundary spanners” makes the case of the function of building relationships, negotiating, managing complexity, and managing roles, accountabilities, and motivations.	Slides Module 5, Slide 12 -19
10:30-10:40 (10 mins)	Break		
10:40 – 11:10 (15 mins)	Individual Activity Fill out Building Block 2 of the UN DESA Institutional Readiness Assessment plus plenary Roundtable.	Invite participants to fill out Building Block 2 of the Institutional Readiness Assessment, followed by a brief discussion along the two questions which connect with the initial Roundtable and the earlier tandem activity. A short round table will give participants the opportunity to exchange comments.	Slides Module 5, Slide 20, Handout
11:10– 11:40 (30 mins)	Presentation	This section focusses on tools and approaches of engaging public servants at the individual level. Your presentation will introduce the notions of sharing objectives, sharing information, boosting efficiency and governmental interaction (slide 21). Slide 22 illustrates the change in roles of public servants. However, it is important to underline that these are not alternative roles, they rather need to be combined in the interest of strengthening policy coherence. You will then go through tools and approaches of performance management for policy coherence, including strengthening capacity, providing incentives and shared responsibilities (slides 23- 26). Please note that slide 24 addresses the questions of who and how of training. The goal is here not to answer all the questions, but rather raise awareness of the critical importance of sorting out the qualities of training. In case of participants from Schools of Administration, it would make sense to pause for a moment. Many of these schools have gone through major changes of their business model and very pertinent reactions or comments can be expected. The presentation will then focus heavily of competencies of public servants. NESTA has	Slides Module 5, slides 21 - 35 handout

		<p>developed a comprehensive view on competencies of working together, leading change and accelerating learning (slide 27) for problem solving. UN DESA's detailed competency framework focusses on the implementation of SDGs. It seems advisable, to share a handout of slides 28 - 32 with the participants. It is not expected to go through them all, rather encourage participants to comment on those they would consider most relevant – or most missing in their ministry, agency or working environment.</p> <p>The presentation concludes with the current state of affairs of Singapore's Working as ONE Public Service - Slide 34 has been developed from the Readiness Assessment which the government carried out very recently upon invitation by the UN Secretariat – and the findings of the UN DESA Compendium 2019 (slides 35).</p>	
11:40 – 12:30 (50 minutes)	Group Activity, Case study of a performance management initiative	<p>Participants are to organize the recruitment process of a staff member of a new SDG unit in the government.</p> <p>Three Working Groups will be formed who separately should draw up the job description (WG 1), identify the profile of the panel members (WG2) and develop the questions for the interviews (WG3)</p> <p>(25 min) The aim is to have participants consider in each group how to ensure hiring a person who will be fit for purpose of a policy coherence environment. The three WGs should articulate the understanding of the desirable profile, but also the mechanisms to select and to probe the candidates in the interest of boosting the SDG unit.</p> <p>Watch for any references of the WGs to the concept of a boundary spanning function. You may provoke some reflection whether all staff in the SDG unit should be able to exercise that function.</p> <p>(25 min) The WGs report back and a short discussion follows to draw conclusions for an update or drafting of the recruitment manual.</p>	Slides Module 5, Slide 36
12:30- 12:45 (15 mins)	Wrap-up & Action Plan	What are the three key insights into people management for policy coherence to retain for the Action Plan of the country?	Slides Module 5, Slide 37 Handout
12:45-13:30	Lunch		
Module 6: Stakeholder Participation in the SDG Policy Cycle			
13:30 - 13:40 (10 mins)	Roundtable to check participants' existing understandings	<p>This module familiarizes participants with the significance of stakeholder engagement for policy coherence, outlines the challenges to achieve linked to engaging stakeholders to support coherence and introduces participants to the core tools of how to set up stakeholder engagement and a stakeholder mapping. The module covers a range of cases of different types of stakeholder engagement.</p> <p>Ask participants one of the questions on slide 3!</p> <p>Learning outcomes: To understand the significance of stakeholder participation for policy coherence, to identify relevant stakeholders, to discuss how to select stakeholders, to reflect on the relevance of power and resources for stakeholder engagement, to discuss institutional formats for stakeholder participation</p>	Slides Module 6, Slide 3
13:40 - 13:45	Objectives and Achievements	Present the objectives and achievements of module 6 to the participants, explain how the	Slides Module 6, Slides 4-6

(5 mins)	of Module 6	<p>module fits in the overall structure of the toolkit (why-what-how)</p> <p>Slide 4: This slide refers to the why-what-how-logic of the toolkit. Day 3 focusses on the how-question (and so do Days 2,4,5). Module 6 addresses the question through focusing on the relevance of stakeholder engagement as a prerequisite for moving towards policy coherence.</p>	
13:45 – 13:55 (10 mins)	Presentation on the Agenda 2030 and the case for stakeholder engagement	Present the slides to the participants	Slides Module 6, Slides 7-8
13:55 - 14:15 (20 mins)	Tandem Activity	<p>Tandem Brainstorming Activity: Ask the participants to brainstorm on who/which actors and organizations are stakeholders for SDG implementation and what contributions to expect from each of them.</p> <p>Ask them to come to the flipchart and just write on the flipchart directly.</p> <p>Time: 10 mins brainstorming + 10 mins debriefing discussion</p> <p>Debriefing question: How would you overall describe and assess the “landscape” of stakeholders for SDG implementation in your country?</p>	Slides Module 6, Slide 9, handout, flipchart, flipchart markers
14:15-14:45 (30 mins)	Presentation on the definition of stakeholders and levels of participation	<p>Present the slides to the participants</p> <p>Slide 14: Please emphasize that there is not yet a lot of empirical evidence on the impact of engagement on coherence! But in general, there is substantial empirical evidence on the overall positive impact of engagement for development.</p> <p>Slide 15: Elaborate on the level of participation as detailed below and ask participants for examples for each level.</p> <p>Inform: This is one-way communication, where governments inform stakeholders of their plans for implementation and review of the 2030 Agenda. There are no expectations of a two-way dialogue.</p> <p>Consult: This is where governments present plans and options for implementation and review of the 2030 Agenda and receive feedback from stakeholders. The aim is to benefit from the experience and knowledge of stakeholders. Decision making authority remains entirely with the government.</p> <p>Involve This is where stakeholders are meaningfully engaged with governments in generating plans and options for implementation and review of the 2030 Agenda and carrying out actions based on decisions emerging from this input. Participation falls short of sharing formal decision-making authority.</p> <p>Collaborate: This is where governments and stakeholders decide together on the implementation and review of the 2030 Agenda. It is long-term, complex, and demanding, requiring resources.</p> <p>Empower: The is when government promise to implement people’s decision.</p> <p>In most countries, governments have involved stakeholders during the alignment of the SDGs with the national development plan, the design of the development plan or the VNR process. Some of those countries have continued their engagement beyond these processes.</p> <p>How is the situation in your country? Has your country gone beyond? For what purposes? Where? When? How? What for? Did you consult the stakeholders or where on the participation ladder would you put this involvement?</p> <p>In many countries, governments have involved stakeholders during the alignment of the</p>	Slides Module 6, Slide 10-20

		<p>SDGs with the national development plan, the design of the development plan or the VNR process. Some of those countries have continued their engagement beyond these processes. How is the situation in your country? Has your country gone beyond? For what purposes? How? What for? How do these efforts link to the participation levels?</p> <p>Slide 16: This is an illustration including example tools of the levels of participation.</p> <p>Slide 17: Institutional design of stakeholder engagement has three building blocks each of which involves two steps</p> <p>Slide 18: Example from Indonesia</p> <p>Slides 19+20: UN DESA and UNITAR developed some guidelines/recommendations for Stakeholder engagement – print them out for participants as material to for their group discussion (see below).</p>	
14:45 - 15:30 (45 mins)	Individual Activity + Round table on findings	<p>Distribute printouts of the Building Block 8 of the UN DESA Institutional Readiness Assessment and ask participants to fill them in</p> <p>Facilitate a discussion on the findings of the Building Block 8 of the UN DESA Institutional Readiness Assessment</p> <p>Debriefing questions for the Plenary Round Table (see handout):</p> <ul style="list-style-type: none"> - overall impression of the state of stakeholder engagement in the country/region? - how do you assess its contribution to support policy coherence? - which stakeholders are most often involved? Are marginalized groups part of stakeholder engagement? - in what respects do needs emerge for further actions? - strengths and weaknesses <p>Time: 20 minutes to fill in + 25 minutes for discussion</p>	Prints of the Building Block 8 of the Institutional Readiness Assessment, Slides Module 6, Slides 21-22, handout
15:30-15:40 (10 mins)	<i>Break</i>		
15:40 – 16:10 (30 mins)	Presentation on tools to set up stakeholder engagements, stakeholder mapping, including cases	<p>Present the slides to the participants</p> <p>Slide 27: Stakeholder mapping is crucial for coherent policymaking and participation and provides crucial information for developing a stakeholder engagement plan. The starting point is the mapping of the stakeholders based on their relation. Don't forget marginalized groups. Next it is important to assess/ identify their influence, their degree of dependency and the power relations. Then, second, create a matrix with stakeholders, their interests and influence (see next slide). Third, assess their power relations. Who is more powerful than others?</p> <p>Slide 28: This slide just serves as an example for illustration how an analysis of influence and power looks like. After having identified the stakeholders key in relation to priority SDGs and targets, it is important to assess the centrality of the different stakeholders. The table illustrates the power of all the stakeholders involved or playing a role in specific targets. Related to an exemplary SDG, these are the (fictional) key ministries and non-governmental stakeholders. In the example, Ministry of Energy has power over Ministry of Finance in an operational aspect as they are the key ministry. Ministry of Energy has influence over Ministry of Environment in its mission. The matrix will be completed considering the level of influence of one stakeholder over another. This sum serves a proxy of the level of influence of the</p>	Slides Module 6, Slides 23-33

		<p>different stakeholders.</p> <p>You may remember the power cube theory which allows you to understand power relations, types forms and different forms of space and therefore how to use provided spaces better, how to create more invited space and how to facilitate the claiming of space through negotiation.</p> <p>Space: how arenas of power are created/ for a for discussions, areas where interactions take place. 'Spaces' are fora for discussion or areas where interactions take place. They can be virtual (e.g. a web-based discussion) or an actual physical place (e.g. a parliamentary consultation meeting).</p> <p>Closed spaces are areas for discussions limited and controlled by the political elite.</p> <p>Invited spaces are spaces created for some outsiders to share their opinions, either under external pressure or used by policymakers to increase their legitimacy</p> <p>Claimed' spaces: these can provide the less powerful with a chance to develop their agendas and create solidarity without control from power-holders.</p> <p>Level of engagement: national, global, sub-national level</p> <p>Form: also distinguishes the degree of visibility of power or the form:</p> <ul style="list-style-type: none"> a) Visible power: this is the conventional understanding of power that is negotiated through formal rules and structures, institutions, and procedures b) Hidden power: this focuses on the actual controls over decision making, and the way certain powerful people and institutions maintain their influence over the process and often exclude and devalue concerns and agendas of less powerful groups. E.g. lobbyists: US policy making, EU policy making c) Invisible (internalized) power: this operates by influencing how individuals think of their place in society and explains why some are prevented from questioning existing power relations. <p>Slide 29: You can also assess the position of stakeholders versus their influence to develop strategies:</p> <p>Supportive stakeholders: exert weak influence but hold a positive position with respect to targets. They are probably dispersed and limited in size, but if they group together and form networks, they can be used to validate some processes or issues.</p> <p>Allied stakeholders: exert strong influence and hold a positive position with respect to targets.</p> <p>They can provide support for processes or issues of interest. They can play a more active role and/or serve as intermediaries between stakeholders and members of society.</p> <p>Critical opposing stakeholders: owing to their strong influence they must be taken into consideration. One option could be reconciliation and the exchange of more information, as their stance could be the result of them not knowing all the elements of the issue in question. Likewise, it is important to know why they hold an opposing position to the target and to have a better understanding of their interests. A second option —if their position cannot be changed and they cannot be converted into allied or indifferent stakeholders— is to develop strategies to ensure that they do not apply their negative position.</p> <p>Indifferent stakeholders: the issue is not relevant to these stakeholders. They do not need to be involved, but they should be monitored in case they change their position. It is interesting</p>	
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		<p>to determine whether these stakeholders have sole responsibility in the management of priority SDG targets.</p> <p>Slide 31: Recent empirical studies further support the conclusion that increasing participation is not a panacea (Duit and Löf 2018, p. 1093). Their study addresses recent reforms in the way the Swedish government deals with wildlife management. The reforms aimed at both decentralization of decision-making competencies and increasing stakeholder participation and deliberation. Instead of resulting in more trust-based interaction, the formulation of a consensual problem definition and an overall increase in the deliberative quality of interactions, the authors find evidence of the deterioration of the quality of policy deliberations. They conclude that ‘participation and decentralization reforms themselves can have wicked and unintended consequences’ (Duit and Löf 2018, p. 1093), many of which undermine problem-solving capacity.</p>	
16:10-16:45 (35 mins)	Activity: Group work	<p>Organize participants in four groups – 2 groups working on stakeholder mapping and 2 groups working to develop a guidance notes on how to engage stakeholder in a systematic way in your country.</p> <p>Groups 1 and 2:</p> <ul style="list-style-type: none"> Map stakeholders for SDG implementation from the perspective of ,your ‘government!’ (Provide slides 26 and 27 to the groups as supporting material) <p>Groups 3 and 4:</p> <ul style="list-style-type: none"> Develop guidelines for how to engage stakeholders for SDG implementation in a systematic way in your country! (Provide the material form slides 18 and 19 to the groups as supporting material). <p>Brief group presentation (max 5 minutes per group)</p> <p>Group work: 15 minutes Presentation and discussion: 20</p>	Slides Module 6, Slide 34, handout
16:45 - 17:00 (15 mins)	Wrap-up & Action Plan	<p>Change Project: Participants are invited to reflect on this question: What are the key insights into policy coherence of the module on stakeholder engagement to retain for the Action Plan of the country?</p>	Slides Module 6, Slide 35, Handout
Day 4: Monitoring, Evaluation and Data for Policy Coherence			
Recap Day 3 and Overview Day 4			
9:00- 9:05 (10 mins)	Recap Day 3 – Slide	<p>After welcoming participants, return to the learnings from Day 3. Start with Slide 2 of the slide deck for Module 3. This slide refers to the why-what-how-logic of the toolkit. And just recaps the objectives of Day 3.</p>	Slides Module 7, Slide 2
9:05-9:20 (15 mins)	Recap Day 3 -Activity	<p>Ask participants to reflect on their two-key take-aways from Day 3. This is firstly an individual activity. Secondly, to pitch take a quick round and ask every participant to orally pitch her key lesson (what is the lesson – why is it key). A pitch must be crisp and convincing. Time: 15 minutes.</p>	Slides Module 7, Slide 3

9:20-9:30	Objectives and Achievements of Day 4 – Slides	Introduce the participants to the objectives and achievements of Day 4 – structured in modules 7 and 8. Slide 4 refers to the why-what-how-logic of the toolkit. Day 4 focusses on the how-question (and so do Days 2, 3,5). Day 4 addresses the question through focusing on the crucial relevance of monitoring and evaluation as well as evidence, data, and data governance for policy coherence. Monitoring, measuring, and reporting on SDG implementation is crucial for to track where countries are and both high-quality data and appropriate M&E frameworks can crucially support moving towards policy coherence.	Slides Module 7, Slides 4-8
Module 7: Policy coherence on Track? Monitoring and Evaluation			
09:30 - 09:40 (10 mins)	Roundtable to check participants` existing understandings	<p>This module familiarizes participants with why monitoring and evaluation are crucial for policy coherence and SDG implementation, which challenges are linked, how the global SDG monitoring/reporting system operates and looks in detail into sub-indicator 7 of indicator 17.4.1. Moreover, the module discusses how to move towards a M&E system for policy coherence.</p> <p>Ask participants one of the questions on slide 11!</p> <p>Learning outcomes: To understand the relevance of monitoring and evaluation for policy coherence, to reflect on SDG indicator framework, to discuss how to link monitoring and evaluation to policy coherence, to explore institutional frameworks for SDG Monitoring</p>	Slides Module 7, Slide 11
09:40 - 09:45 (5 mins)	Objectives of Module 7	Present the key objectives of module 7 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how). Slide 12 relates module 7 to the why-what-how-structure and illustrates that module 3 focuses on M&E in the “how”- part.	Slides Module 7, Slide 12
09:45 – 10:00 (15 mins)	Presentation on what M&E is and how it links to policy coherence	<p>Present the slides to the participants</p> <p>Slide 14: The graph illustrates the process in place to ensure progress towards the 2030 Agenda. Monitoring identifies areas where progress is lagging and helps policy- and decision makers to set priorities and adjust their means of implementation, to aid future implementation.</p> <p>Slide 18: The graph is from the 2020-Report on Sustainable Development Goals and the report describes the graph in detail. You find the respective quote in the note section of slide 18.</p>	Slides Module 7, Slides 13-20
10:00 - 10:05 (5 mins)	Video on measuring SDGs and interrelated goals	<p>Show the embedded video on measuring SDGs and interrelated goals.</p> <p>Debriefing question: Mr. Schweinfest mentions the link between public health and school attention as an example of an interrelated goal for which to find an indicator. What could be other examples?</p>	Slides Module 7, Slide 21
10:05 - 10:20 (15 mins)	Presentation on SDG monitoring and indicators	Present the slides to the participants	Slides Module 7, Slides 22-28
10:20-10:45 (25 mins)	Group Activity	<p>Group activity to discuss sub-indicator 7</p> <p>Ask participants to work in small groups and ask them to discuss as follows: Discuss in your group the sub-indicator 7 and in particular</p> <ul style="list-style-type: none"> - Description 	Slides Module 7, Slide 29, handout

		<ul style="list-style-type: none"> - Rationale - Scoring <p>Discuss the scores for your country regarding sub-indicator 7. Encourage participants to discuss critically regarding: Does the sub indicator reflect a valid concept of policy coherence? Are the scores appropriate/valid for measuring the monitoring of policy coherence? What are strength/weaknesses? Why? What could be alternative items? Time: 15 mins group work + 10 mins debriefing plenary discussion</p>	
10:45-10:55 (10 mins)	Break		
10:55 - 11:25 (30 mins)	Activity: UN DESA Readiness Assessment Building Block 9	<p>Please print out Building Block 9 of the Institutional Readiness Assessment, handout to participants and ask them to fill out. Then facilitate a discussion on the following questions:</p> <ul style="list-style-type: none"> - overall impression of the state of M&E in the country/region with particular focus on policy coherence - in what respects do needs emerge for further actions? - strengths and weaknesses <p>Time: 15 minutes to fill out + 15 minutes for discussion</p>	Slides Module 7, Slides 30 + 31, printout Building Block 9 of the Readiness Assessment, handout
11:25 – 11:30 (5 mins)	Presentation: GEMI tool	<p>Present the slide to the participants</p> <p>Please note UN Water (2017) (see reading list) in detail describes how the integrated approach to monitoring SDG operates – for preparing the presentation, please read Building Blocks 3 and 4 carefully.</p>	Slides Module 7, Slide 32
11:30-11:35 (5 mins)	Video on SDG data hubs	Show the embedded video on SDG Data hubs as an example or way for moving towards more integrated data for SDG reporting and innovative solutions for visualization through linking indicators and geospatial data.	Slides Module 7, Slide 33
11:35-11:45 (10 mins)	Presentation on cases for SDG monitoring	Present the slides to the participants	Slides Module 7, Slides 34+35
11:45 – 12:15 (30 minutes)	Activity: Group work on M&E for policy coherence and SDG implementation	<p><i>Ask participants to work in small group to develop a national M&E framework for monitoring policy coherence for your country.</i></p> <p><i>Discuss an institutional framework</i></p> <ol style="list-style-type: none"> (1) <i>in terms of structures: whom to include</i> (2) <i>in terms of processes:</i> <ol style="list-style-type: none"> (1) <i>how to ensure constant monitoring and evaluating</i> (2) <i>How to make sure cross-sectoral criteria are considered?</i> <p>Ask them to assign a rapporteur to each group.</p> <p>Time: 15 minutes for group work + 15 minutes rapport from the groups to the plenary.</p>	Slides Module 7, Slide 36, handout
12:15 - 12:30	Wrap-up & Action Plan	Change Project: <i>Participants are invited to each nominate the three priorities for change in their country 's NDP from the list on slide 37.</i>	Slides Module 7, Slide 37, Handout
12:30-13:30	Lunch		
Module 8: Data for evidence-informed policymaking			

13:30 - 13:40 (10 mins)	Roundtable to check participants' existing understandings	<p>This module familiarizes participants with the significance of evidence, data, and data governance for policy coherence. The module introduces the concept of data governance and discusses the challenges of evidence-informed policymaking, data use and data governance and familiarizes participants with the CLEWS tool. The module covers a range of cases to illustrate varying approaches.</p> <p>Ask participants one of the questions on slide 3!</p> <p>Learning outcomes: To understand the relevance of data for evidence-informed policy making and policy coherence, to be familiar with elements of data governance frameworks, to discuss tools for moving towards data governance in support of policy coherence, to be aware of cases and examples of evidence for policy-making and data governance</p>	Slides Module 8, Slide 3, handout
13:40 - 13:45 (5 mins)	Objectives and Achievements of Module 8	<p>Present the objectives and achievements of module 8 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how)</p> <p>Slide 4: This slide refers to the “why-what-how”-logic of the toolkit. Module 8 addresses the question through focusing on the relevance of evidence and data for policy coherence and SDG implementation.</p>	Slides Module 8, Slides 4-6
13:45 – 13:55 (10 mins)	One slide + Video	Present the slide to the participants and show the embedded video on the opportunities of big data and AI for governments	Slides Module 8, Slides 7-8
13:55 - 14:20 (25 mins)	Tandem Activity	<p>Tandem Activity: Ask the participants to discuss with their neighbor the quote by Keynes that is shown on slide 9. Ask them to note their discussions on post-its/cards.</p> <p>Debriefing: Facilitate a discussion, ask participants to report from their discussion and collect the post-its/cards on a flipchart (or similar)</p> <p>Time: 15 mins discussion + 10 minutes debriefing discussion</p>	Slides Module 8, Slide 9, handout, post -its, flipchart, flipchart markers
14:20-14:50 (30 mins)	Presentation on the key concepts regarding evidence-informed policymaking, data, data governance	<p>Present the slides to the participants</p> <p>Slide 17: Stats NZ (the leading agency in NZ for data) developed this data governance framework to strengthen the strategic role of data for making decisions. The framework aims to encourage thinking in terms of a whole-of-data life cycle approach”, i.e. addressing data in terms of governance, management, quality and accountability, over the whole data life cycle (i.e. from the design and source of the data to its storing, publication and disposal).</p>	Slides Module 8, Slide 10-23
14:50 - 15:10 (20 mins)	Round table on findings	<p>Ask participants to return to Building Block 6 of the UN DESA Institutional Readiness Assessment. In the plenary, discuss the findings of Building Block 6 (“Use of digital technology and data for policy coherence”) of the UN DESA Institutional Readiness Assessment filled in Module 4. Discuss the findings from Building Block 6 with a focus on the parts on data governance!</p> <p>Debriefing discussion: What is your overall impression of the state of data governance in the country/region?</p> <ul style="list-style-type: none"> • In what respects do needs emerge for further actions? • What are the strengths and weaknesses? 	Slides Module 8, Slide 24, handout

		Time: 5 minutes for reflection + 15 minutes for discussion	
15:10-15:30 (20 mins)	Presentation on CLEWS	Present the slides to the participants.	Slides Module 8, Slides 25-30
15:30-15:40 (10 mins)	<i>Break</i>		
15:40 – 16:20 (40 mins)	Group Activity on CLEWS	<p>Organize participants in groups and ask them to read the case description they find on the handout.</p> <p>Discuss the following questions</p> <p>1) Which would be the key variables of interests in your country for a CLEWS model regarding</p> <ul style="list-style-type: none"> • Energy policy • Climate change • Land use • Water use • Food <p>Which SDGs would be touched by the model and related policies?</p> <p>2) Imagine, the model is built for your country alongside these variables. Which reactions from the responsible ministers do you expect? With which arguments would you seek to convince hesitant ministers?</p> <p>Group work: 20 minutes Presentation and discussion: 20 minutes</p>	Slides Module 8, Slide 31, handout
16:20-16:45	Presentation: Cases	Present the slides to the participants	Slides Module 8, Slides 31-37
16:45 - 17:00 (15 mins)	Wrap-up & Action Plan	Change Project: Participants are invited to reflect on this question: What are the key insights into policy coherence of the module on evidence and data governance for policy coherence to retain for the Action Plan of the country?	Slides Module 8, Slide 38, Handout
Day 5: Multi-level Governance and Action (or Change Project) for Policy Coherence			
Review Agenda and Day 4			
9:00- 9:05 (5 mins)	Recap Day 4 – Slide	After welcoming participants, return to the learnings from Day 4. Start with Slide 2 of the slide deck for module 9. This slide refers to the why-what-how-logic of the toolkit. And just recaps the objectives of Day 4.	Slides Module 9, Slide 2
9:05-9:25 (20 mins)	Recap Day 4 -Activity	Ask participants to write a “letter to myself” in why they reflect on an individual basis on which lessons they take from Day 4, why these lessons are crucial to them and how they link to their personal working environment! Distribute the handout and let them write for 20 minutes. The letter is just for themselves and not for sharing.	Slides Module 9, Slide 3, handout

9:25-9:30 (5 mins)	Objectives and Achievements of Day 5 – Slides	Introduce the participants to the objectives and achievements of Day 5 – structured in modules 9 and the “Action for Policy Coherence. Slide 4 refers to the why-what-how-logic of the toolkit. This slide refers to the why-what-how-logic of the toolkit. Day 5 focusses on the how-question and on Action for Policy Coherence in the afternoon. Day 5 addresses the how-question through focusing on the multi-level governance and on the mechanisms crucial for achieving vertical policy coherence.	Slides Module 9, Slides 4-8
Module 9: Policy Coherence and Multi-level Governance: From Local to National to International Cooperation, with emphasis on national to local			
09:30 - 09:40 (10 mins)	Roundtable to check participants` existing understandings	<p>This module familiarizes participants with the significance of coordination mechanisms across levels of government to achieve vertical policy coherence in an increasingly decentralized world and discusses why and how SDG implementation involves all levels of government, which in turn need collaboration mechanisms to align policies across levels.</p> <p>Ask participants to share their own experiences with multi-level governance and its challenges as detailed on slide 10!</p> <p>Learning outcomes: To appreciate the role of vertical coordination and collaboration for policy coherence within countries and with the international level, to understand the relationship between SDGs and decentralization, to be aware of governance arrangements of coordination of SDGs across national levels of government in practice, to be familiar with international experiences of vertical policy coherence</p>	Slides Module 9, Slide 10
09:40 - 09:45 (5 mins)	Objectives of Module 9	Present the key objective of module 9 to the participants, explain how the module fits in the overall structure of the toolkit (why-what-how). Slide 11 relates module 9 to the why-what-how-structure and illustrates that module 9 focuses on organization and planning in the “how”-part.	Slides Module 9, Slide 11
09:45 – 10:05 (20 mins)	Presentation on vertical policy coherence	<p>Present the slides to the participants</p> <p><i>(Note: Some slides contain details on how to explain specific concepts)</i></p>	Slides Module 9, Slides 12-16
10:05 - 10:25 (20 mins)	Individual Visualization Activity	<p>Distribute the handouts. Ask participants to think of their country and its mechanisms for vertical policy coherence! Ask them to visualize these mechanisms on the handout! Ask them to reflect on (a) how many levels of government are in place; (b) which level is responsible for national policy formulation? (c) Is there autonomy for cities and other local governments?</p> <p>Debriefing: Ask 2 or 3 volunteers to briefly present their visualizations. Debriefing question to the plenary: How does this mechanism relate to the SDGs and the national SDG implementation structures?</p> <p>Time: 10 minutes for visualization + 10 minutes for presentation/debriefing</p>	Slides Module 9, Slide 19, handout, markers in different colors
10:25-10:35 (10 mins)	Break		
10:35 - 10:50 (15 mins)	Presentation on policy coherence for localized SDGs and	<p>Present the slides to the participants</p> <p>Please note the key message and line of argument here: Achieving vertical policy coherence depends on the level of decentralization and the overall state structure of any given country.</p>	Slides Module 9, Slide 20-25

	decentralization	<p>Slide 20: Localizing SDGs and needs for vertical coordination are thus shaped by the degree of decentralization.</p> <p>Slide 21: Historically, we observe a process of substantive decentralization/regionalization across continents, i.e. regions and local governments got more competences and authority over time (from the central government)</p> <p>Slide 22: A key distinction to understand decentralization and the need for vertical policy coherence is between unitary and federal systems: In a unitary system, central government decentralizes to local governments and the need for vertical policy coherence lies in creating coherence between local and national level. However, the unitary systems are more centralized than federal systems and the more centralized a system is, the more “coherent” it is from the outset – in vertical terms. In federal systems, you have 3 levels of government that share or distribute competences in various respects – in turn you need mechanisms across three levels to create vertical policy coherence. Thus, creating vertical policy coherence is more ambitious in federal than in unitary systems.</p> <p>Slide 23: just illustrates different types of decentralization</p> <p>Slide 24: This slide differentiates different types of multi-level governance reforms: Institutional reforms aim at re-organizing powers and responsibilities across levels of government. They thus include either decentralization or recentralization processes, consisting in the transfer of tasks, assets, human and fiscal means from the central government to subnational governments and vice versa, and redefining relationships across levels of government.</p> <p>Territorial reforms aim at re-organizing territorial structures, often by updating and “re-scaling” regional and local government administrative areas, hence modifying their geographic boundaries. Their goal is to reach a better match between the size of subnational structures and their responsibilities and functions.</p> <p>Public management reforms aim at re-organizing subnational government administrative and executive processes, including human resources management, financial management, e-government, etc. – In turn: These types of reform need to include coordination mechanism for creating vertical coherence.</p> <p>Slide 25: The graphic illustrates the quality of a territorial approach: include explicit territorial or place based components (such as engaging all levels of government, functional or administrative approaches to territories, place based with a common framework) in the categories of actors, tools and policies and strategies.</p>	
10:50– 11:20 (30 mins)	Individual Activity + Plenary Round table:	<p>Ask participants to fill out the Building Block 7 of the UN DESA Institutional Readiness Assessment on an individual basis. Then facilitate a plenary round table to debrief and discuss alongside the following questions:</p> <ul style="list-style-type: none"> • overall impression of the relations between levels of government in the country/region • how do you assess the mechanism in place in your country to coordinate across levels of government? • in what respects do needs emerge for further actions? • strengths and weaknesses <p>Time: 15 minutes to fill out + 15 minutes plenary discussion</p>	Slides Module 9, Slide 26-27, handout
11:20– 11:45	Presentation & Discussion	Present the slides to the participants	Slides Module 9, Slides 28-41

(25 mins)	on tools and vertical coordination mechanisms & cases	<p>Slide 29: Charbit and Romano identify seven “gaps” to effective public policy design and implementation in decentralized contexts. These gaps are closely linked to one another and consist of information, capacity, funding, policy, administrative, objective and accountability (see left column of the table). On the right hand column you see the actions needed to close these gap and address these gaps – i.e. working towards vertical policy coherence: All these mechanism help overcome fragmentation or a lack of coordination across levels of government, hence, if you work on overcoming the gaps, you work towards policy coherence.</p> <p>Regarding slides 30 and 31 ask participants, if local governments/subnational level in their country participate in VNR compilation and in the national SDG implementation coordination mechanism.</p>	
11:45– 12:30 (45 minutes)	Group ACTIVITY: Design of inclusive growth strategies across territorial units	<p><i>Three groups of participants representing three levels of government engage in coordinating an action plan regarding the case below:</i></p> <p><i>CASE: A major new road is under consideration to increase mobility of people and the transport of export of goods from the inner territories of the country to one of the countries ‘s harbors. The three levels of government are represented in the national SDG Committee. External financing is available.</i></p> <p><i>Ask the groups to develop and action plan and first discuss within each group</i></p> <ul style="list-style-type: none"> • <i>Which SDGs are affected by the topic?</i> • <i>What are the substantive topics for discussion in each group?</i> • <i>What will be the proposals for the agenda of the next meeting?</i> • <i>What are the policy linkages that need to be addressed across levels of government?</i> <p><i>Reporting back and agreement on the agenda of the next meeting for the Action Plan</i> Ask them to assign a rapporteur to each group who reports back to the plenary and negotiates with the other two groups.</p> <p>Time: 20 minutes for group discussion + 25 minutes for plenary meeting</p>	Slides Module 9, Slides 42, handout
12:30- 12:45 (15 mins)	Wrap-up & Action Plan	Change Project: What are the three key insights into policy coherence of the Multi-Level Governance Module to retain for the Action Plan of the country?	Slides Module 9, Slide 43, Handout
12:45-13:45	Lunch		
13:45-16:00	Action Plan- See Handout		
16:00-17:00	Conclusion Session, including evaluation, see Handout		



Annex I: Handouts for Modules 1 to 9



Module 1: Institutional Capacities for Policy Coherence

Handout to participants

Roundtable 1: Your intuitive understanding of institutional capacities

First, we would like to your intuitive understanding of the topic and benefit from your professional experiences. Think of examples from your everyday work where policies and institutions worked particularly well. Please answer the following questions spontaneously and personally.

Question 1: Are you aware of an example from your own working background that represents a coherent policy?

Question 2: In your experience: What are core ingredients for well-working institutions?



Activity 1 on policy synergies: Mitigating the COVID-19 pandemic

Policies are interdependent and policies in one field affect others. This means that there are potential synergies and conflicts between different policies.

For example, universal health care (including testing, sick leave etc.) is discussed as an effective policy measure to make people comply with quarantine measures to contain the spread of COVID-19. At the same time, introducing universal health care might have (unintended) consequences in other areas.

Discuss at your table potential synergies of universal health care with other policy goals, such as

- Social inclusion
- Female empowerment
- Poverty
- Economic growth

Can you think of further relevant policy goals that might be affected?



Activity 2: Systems thinking & complexity

For this activity, please stand up and stand together in a circle. Discuss with the group which cross-sectoral challenge you would like to work on (e.g. climate change, COVID-19, migration ...).

Once you decided on a challenge, please individually and silently think about issues related to that challenge. What do you associate with the challenge? What issues do you need to consider addressing it? Which policy goals are affected by the challenge?

The instructor will start with the challenge and the end of a yarn. He or she will ask you for one related issue and pass on the yarn to the next person. Can you think of an issue closely related to the one just mentioned? Please name it and you will be passed the yarn. Then, please ask someone in the group for an issue closely related to yours and pass on the yarn to this person while keeping a part of the yarn in your hands.

After a while, a web of yarn will be created in your group. Have you captured most of the important variables related to the challenge?

What do you think about this result? Which variables have the most connections? What does that tell you? Where might there be a significant disconnect between actions and consequences?



Activity 3: Institutions and policy coherence

Case scenario:

The government of country x is confronted with complaints by the citizens in its rural areas of an increasing carnivore population that the citizens perceive as a threat to life and their livestock. Citizens request permission to shoot the carnivores at large scale. Yet, animal welfare activists claim to protect the carnivores to preserve biodiversity. The government wants to set-up a carnivore management policy, and the Prime Minister asks the Ministry of Agriculture and the Ministry of Environment to prepare a draft strategy.

Please form small groups. In your group:

- 1) Please discuss to which SDGs this scenario is linked and identify linkages between these SDGs.

- 2) Please discuss policy options for a draft strategy to which both ministries could agree, identify the positions of both ministries, and discuss potential solutions.



Module 2: Assessing Institutional Readiness for Policy Coherence

Handout to participants

Roundtable 1: Your intuitive understanding of institutional readiness

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. Think of examples from your everyday work where institutional readiness was required. What are your experiences with preparing your institution for SDG implementation? Please answer the following questions spontaneously and personally.

Question 1: In your experience: What are the institutional strengths and weaknesses of your working environment for the creation of policy coherence?

Question 2: Can you describe the institutional arrangements for SDG implementation in your country?



Activity 1: Brainstorming

Think of your country and working environment. Spontaneously think about what you consider the strengths and weaknesses of this context for moving towards policy coherence.

Write on post-its

- Strengths
- Weaknesses



Activity 2: Institutional Readiness Assessment

Please fill out three Building Blocks of the UN DESA Institutional Readiness Assessment (see separate sheets) on an individual basis!

Building Block 1: Institutionalization of political commitment towards policy coherence

Building Block 3 requires answers based on facts related to organizational structures and processes for inter-ministerial coordination/ integration.

Building Block 4 requires answers based on facts attesting the system thinking and policy linkages: integration of the three dimensions of sustainable development and systematic assessment of policy effects.



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 1 (“Institutionalization of political commitment towards policy coherence”) of the UN DESA Institutional Readiness Assessment you filled in in Activity 2.

What is your overall impression of the state of political commitment in the country/region?

- In what respects do needs emerge for further actions?
- What are the strengths and weaknesses?



Module 3: Planning for SDG Implementation: Organizational structures for inter-ministerial collaboration

Handout to participants

Activity 1: Recap Day 1

You have listened to a lot of input during Day 1. To recapitulate, please briefly reflect on what you learned and write down two key-takeaways of Day 1. Reflect on why these are the two key-takeaways!



Roundtable 1: Your intuitive understanding of planning for policy coherence

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. Think of examples from your everyday work where you were involved in policy planning. What are your experiences with planning in organizations? Please answer the following questions spontaneously and personally.

Question 1: Have you contributed to or participated in the development of National Development Plans? What was your role and how would you describe your experience?

Question 2: Were you part of adapting the National Development Plan to SDG implementation? What was your role and how would you describe your experience?



Roundtable 2: Planning and SDG implementation

Return to the Building Blocks 1, 3 and 4 of the UN DESA Readiness Assessment filled out on day 1. Reflect on policymaking, planning and SDG implementation. What is working, and not working, in your country? How well aligned are national planning for development and SDG implementation?

Discuss!



Activity 2: Group Work on Design and Improvement of Organizational Arrangements Strategies, Motivations and Choices

For this activity, please form small groups and designate a facilitator in each group who moderates the discussion and a rapporteur who will present the results to the plenary afterwards. To identify and assess elements of an Action Plan for design and improvements of organizational structures for coherence, please discuss the questions below in your group based on the following material provided:

- 1) *Drivers of Effectiveness of SDG Implementation – Results of OECD Survey among more than 30 countries*

Table 3: Supporting tools and actions for SDG implementation (33 responses)

What tools or actions could help make the SDG implementation more effective?

	Most important (1)	Also important (2)	Quite important (3)	N/A	Subtotal
Adapting or prioritizing SDGs to fit national priorities/ context	24 (77.42%)	3 (9.68%)	3 (9.68%)	1 (3.23%)	31 (100%)
Providing additional resources to motivate department/agency engagement	9 (40.91%)	5 (22.73%)	5 (22.73%)	3 (13.64%)	22 (100%)
Strengthening citizen/civil society engagement and consultation	11 (44%)	5 (20%)	7 (28%)	2 (8%)	25 (100%)
Strengthening business sector engagement and consultation	12 (46.15%)	6 (23.08%)	4 (15.38%)	4 (15.38%)	26 (100%)
Strengthening scientific /analytical support for better understanding of SDGs	7 (31.82%)	7 (31.82%)	6 (27.27%)	2 (9.09%)	22 (100%)
Communicating the global nature of SDGs	12 (52.17%)	6 (26.09%)	3 (13.04%)	2 (8.70%)	23 (100%)



2) *The case of Indonesia: Work in Progress on Organizational Arrangements, documented in subsequent VNRs 2017 and 2019*

Indonesia conducted VNRs in 2017 and 2019.

The first report highlighted how Indonesia was readying its institutions for SDG implementation.

Since then, the National SDGs Action Plan 2017-2019 was launched in June 2018. The Indonesian Parliament has been actively engaged in SDG implementation, with the newly established Parliamentary Body for Inter-Parliamentary Cooperation providing recommendations to Parliament regarding legislation, budgeting, and monitoring of the SDGs.

The government is active in localization of the SDGs. 19 out of 34 provinces have developed SDGs action plans. The VNR report from 2017 mentioned a plan to establish a Regional Coordination Team to organize SDG implementation at the local level, and it has been established. In its 2019 VNR report, Indonesia notes that the 2017 VNR contributed to enhancing joint ownership of the SDGs by the government and stakeholders and helped to enhance the involvement of stakeholders in planning, implementation and monitoring and evaluation.



Country:	Indonesia
VNR year:	2019
National strategies:	<p>The substance and objective of the SDGs are in line with “Nawacita” (Indonesia’s national development vision). <i>The Indonesian National Medium-Term Development Agenda (RPJMN) 2015-2019</i> is an operational elaboration of Nawacita, and the SDGs have been mainstreamed into the 2015-2019 and 2020-2024 RPJMN.</p> <p>Indonesia has also developed the <i>National SDGs Action Plan 2017-2019 (RAN)</i> and 2030 Agenda roadmap which delineates a work plan for the implementation of the SDGs by both the Indonesian government and non-governmental actors.</p>
National institutional arrangements:	<p>Lead and coordination: the Ministry of National Development Planning (Bappenas) serves as the National Coordinator for the SDGs. The SDGs National Coordination Team established in 2017 is comprised of a Steering Committee chaired by the President, an Implementation Team, a Technical Working Group, and an Expert Team. The teams include representatives from the government, private sector, philanthropic organizations, civil society, academia, and other experts.²³⁵</p>



Question 1: What are the key underlying motivations and strategic considerations when designing the institutional set-up, leadership, and co-ordination mechanisms for the implementation of SDGs?

Question 2: What are the weaknesses and strengths for future implementation work associated with the different features of institutional setup, leadership, and co-ordination mechanisms?



Activity 3: Quick Scan - Priority Actions for Change of NDP in your Country

In your opinion, which among the following are priorities for reform in your country? Please choose three priorities:

- Modify priorities of goals
- Align NDP more with SDGs
- Change the Driver/s of the Plan
- Change Coordination among government entities
- Change engagement with Parliament
- Change engagement with citizens
- Change engagement with business
- Change budget allocations



Module 4: Aligned budgeting and digital technology for coherent implementation of the SDGs

Handout to participants

Roundtable 1: Your intuitive understanding of budgeting and policy coherence

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. Think of examples from your everyday work where you were involved in budgeting and mobilizing financial resources. What are your experiences with budgeting for policy coherence? Please answer the following question spontaneously and personally.

What is your understanding of and experience with financial resources mobilization and budgeting for policy coherence? References to experiences of digital government for sustainable, equal, and inclusive public service delivery are also welcome.



Activity 1: Institutional Readiness Assessment

Please fill out Building Block 5 of the UN DESA Institutional Readiness Assessment (see separate sheet) on an individual basis!

Building Block 5: Financing for policy coherence



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 5 (“Financing for policy coherence”) of the UN DESA Institutional Readiness Assessment you filled in.

How do you assess the state of budgeting for policy coherence?

- What is the role of the Ministry of Finance?
- What institutional mechanisms are in place?



Activity 2: Prepare the „Action Plan Better Housing for Citizens “for Inclusion in the Next Annual Budget

For this activity, please form three working groups. In your group, please develop an Action Plan “Better Housing for Citizens” and consider the following questions in particular:

- Specifying the Dimensions of Better Housing: Which Ministries and Agencies need to be at the table?
- Assessing the Sources of Financing: Options of Resource Mobilization
- Allocation of Authority for Implementation
- Discuss if the establishment of a cross-sectoral budget is possible and how it could look like!

Then, please report your results to the plenary, jointly discuss your results and agree on an Action Plan. Which constraints could arise in your context when it comes to implementing such a plan and a cross-sectoral budget? Which SDGs are linked to a plan on Housing?



Roundtable 3: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 6 (“Digital technology and data”) of the UN DESA Institutional Readiness Assessment you filled in.

How do you assess the state of digital technology and data for policy coherence?

- How do you assess the state of digital transformation in the public sector in your country?
- How do you evaluate the opportunities to move towards policy coherence with the support of digital tools?



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

Handout to participants

Roundtable 1: Your intuitive understanding of transformative leadership, changing mindsets and performance management

You are invited to share with the group your intuitive understanding of the topic and benefit from your professional experiences. Please think of examples or impressions where political leadership and senior management in your area have succeeded/failed to instill a collaborative attitude among colleagues in different parts of government. How did it impact on implementation of the SDGs?

Question 1: What were major key factors of success or failure?

Question 2: Have you been participating in training for policy coherence? What was the most important take away?



Activity 1 Tandem Brainstorming

The WPSR 2018 refers to the public workforce as the central element for more policy coherence. In your conversation with your neighbor, you may wish to comment on the quote and touch on three questions:

Do you agree with the importance of public servants?

Which type of skills do you consider critical for policy coherence?

How would ways of working for policy coherence look like?



Activity 2: Readiness Assessment

Please fill out Building Block 2 of the UN DESA Institutional Readiness Assessment (see separate sheet) on an individual basis!



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 2 (“Transformational leadership, human resources, and changing mindsets for policy coherence”) of the UN DESA Institutional Readiness Assessment you filled in in Activity 2.

How do you assess the state of leadership and mindsets for policy coherence?

- Have you participated in training for leadership, changing mindsets or co-ordination in Schools of Administration?
- Is funding available for training purposes generally or for policy coherence in particular?



Activity 3: Performance management

Case scenario

For a new SDG unit, your agency is looking for qualified professional staff as the implementation of the SDG is the top priority of the government. How would you organize the recruitment process?

Please form three separate groups

Group 1 Write the job profile

Group 2 Determine the profile of the panel members

Group 3 Develop the questions for the interviews

Each group reports back to the plenary which comments on the results, if possible, some conclusions may be drawn.



Module 6: Stakeholder Participation in the SDG Policy Cycle

Handout to participants

Roundtable 1: Your intuitive understanding of institutional readiness

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. Think of examples from your everyday work where you were involved in stakeholder engagement. Please answer the following question spontaneously and personally.

Question 1: What are the promises of stakeholder engagement?

Question 2: Which forms of stakeholder engagements are you aware of?



Activity 1: Brainstorming Stakeholders

Brainstorm with your neighbor on

- who are relevant stakeholders for SDG implementation in your country,
- what to expect from each of them to contribute to SDG implementation

How would you overall describe and assess the “landscape” of stakeholders for SDG implementation in your country?



Activity 2: Institutional Readiness Assessment

Please fill out Building Block 8 of the UN DESA Institutional Readiness Assessment (see separate sheet) on an individual basis!

Building Block 8: Stakeholders' engagement in strengthening policy coherence



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 8 (“Stakeholders’ engagement in strengthening policy coherence”) of the UN DESA Institutional Readiness Assessment you filled in in Activity 2.

What is your overall impression of the state of stakeholder engagement in the country/region?

- How do you assess its contribution to support policy coherence?
- Which stakeholders are most often involved? Are marginalized groups part of stakeholder engagement?
- In what respects do needs emerge for further actions?
- What are the strengths and weaknesses of stakeholder engagement in your country?



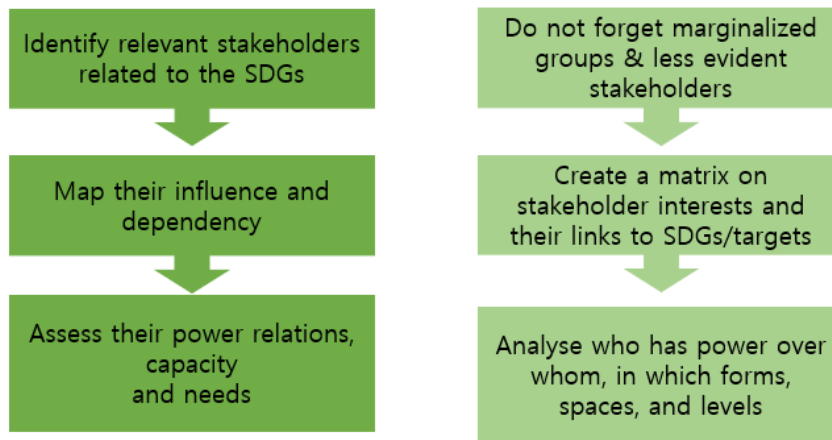
Activity 3: Stakeholder mapping and Stakeholder engagement strategy

For this activity, please form 4 groups. The groups will be working on the following aspects:

Groups 1 and 2:

- Map stakeholders for SDG implementation from the perspective of ,your 'government!
- The following slides will provide guidance.

Tools: Stakeholder mapping for coherent SDG implementation



Direct Influences	MoENER	MoFIN	MoENV	MoH	CAC	CoC	REC	COGA	Influence
Min of Energy		1	3	2	0	0	4	4	14
Min of Fiance	3		3	3	0	0	2	3	14
Min of Environment	2	0		3	0	0	2	4	11
Min of Health	1	0	2		1	0	1	2	7
Climate Action Collective	1	0	1	1		1	1	0	5
Chamber of Commerce	1	1	1	1	0		1	1	6
Renewable Energy Consortium	1	0	1	1	0	1		0	4
Coal, Oil and Gas Association	3	2	1	1	0	1	0		8
Dependence	12	4	12	12	1	3	11	14	

Influences: from 0 to 4, reflecting the importance of arow actor for each actor in a column.
 0: No or little influene 1: Operation 2: Results 3: Mission 4: Existence

Example of a stakeholder mapping

Type	Form	Space	Level
Power With	Visible	Invited	National
Power With	Hidden	Closed	National
Power Over	Visible	Closed	National
Power Over	Invisible	Invited	Global
Power Over	Visible	Invited	Sub-national
Power With	Hidden	Claimed	Local
Power With	Hidden	Closed	National



Groups 3 and 4:

- Develop guidelines for how to engage stakeholders for SDG implementation in a systematic way in your country!
- The following slides will provide guidance

<p>LONG-TERM, REGULAR AND CONTINUOUS: Ideally this means being involved in early discussions about what the implementation and review processes will look like, rather than once decisions have already been taken or as an ad hoc exercise. This will build trust among stakeholders, strengthen ownership, and improve legitimacy of decisions.</p>	<p>EMPOWERING STAKEHOLDERS, ESPECIALLY VULNERABLE GROUPS, FOR EFFECTIVE PARTICIPATION: All concerned stakeholders should be well informed about how various decisions may affect them. This may include capacity-building activities. Where necessary, opportunities need to be provided to those stakeholders who need to strengthen their knowledge or competences for effective participation.</p>
<p>OPEN, TRANSPARENT AND CLEAR about the intended level of engagement at each step: Participating stakeholders should be aware of the objectives and expected outcomes of the process, as well as of how their contribution will be used. All relevant information should be shared in a transparent manner prior to, during and after each step of the process. This information should be accessible in the relevant languages for the country, and to those affected by disabilities.</p>	<p>ENCOURAGING CONTRIBUTIONS TO IMPLEMENTATION AND STAKEHOLDER ACCOUNTABILITY: Beyond fostering inputs and participation in policy design and reviews, stakeholder engagement processes can help encourage relevant stakeholders to contribute to the implementation of SDG programmes and projects and to report on their contributions.</p>
<p>SYSTEMATIC, WELL-PLANNED AND STRUCTURED, where available/possible, supported by standing institutional arrangements: The process should be designed drawing on a well-defined methodology; its different steps should be well planned and include specific objectives as well as clear focus areas in which consensus is sought/possible to reach. Participating stakeholders should be aware of specific procedures, and have a good understanding of the objectives, the focus of discussions, and subject of negotiations at each stage.</p>	<p>MINDFUL OF THE NEED TO FOLLOW UP on lessons learned, undertake course corrections and keep stakeholders informed: A key part of a good participatory process is the follow up. There should be clarity about how and when follow up will occur, and who is responsible for doing so. Relevant information and decisions should be shared with stakeholders participating in implementation and review of the 2030 Agenda, including how such information or decisions will be used in relevant reports or policies. Feedback should be shared consistently, constructively and broadly.</p>
<p>HIGH QUALITY AND AIMING FOR HIGHER LEVELS OF ENGAGEMENT whenever possible: While different levels of engagement can be used for different purposes the overall, long-term stakeholder engagement strategies for the SDGs and related processes should aim for higher levels of engagement such as involvement and contribution to strengthen the quality and relevance of resulting decisions, ownership, and accountability.</p>	<p>INCLUSIVE OF AND STRENGTHENING THE VOICE OF THE MOST VULNERABLE GROUPS: It is important to engage directly with NGOs and groups that represent underserved constituencies. It will be useful to undertake a stakeholder mapping to ensure no one is left behind, and to allocate resources to ensure participation of marginalized groups.</p>
<p>WELL ORGANIZED AND WITH EQUITABLE ACCESS TO NEEDED RESOURCES: Those stakeholders who have limited resources should be able to participate in meetings with related travel and accommodation costs covered and have access to funding for conducting related activities. Other barriers to participation such as administrative procedures or language may need to be addressed.</p>	<p>HAVING A CLEAR LINK TO THE 2030 AGENDA NATIONAL REVIEW PROCESSES: It should be clear exactly how stakeholder consultations and other processes will feed into national reviews of progress on the SDGs. Ideally, for government-led processes, comprehensive stakeholder engagement strategies may need to be designed to provide an overall framework and ensure engagement has been addressed at different levels, relevant review mechanisms have been involved and no stakeholder group has been left behind.</p>

A FRAMEWORK FOR PLANNING AND ASSESSING QUALITY ENGAGEMENT

PURPOSEFUL

INCLUSIVE

TRANSFORMATIVE

PROACTIVE

ENGAGEMENT IS PURPOSEFUL WHEN WE:

- Know why we are engaging – clearly define what we want to get out of the engagement
- Develop an engagement plan and allocate resources and responsibilities
- Build engagement into every phase – planning, delivery and follow-up and review
- Evaluate to improve engagement

ENGAGEMENT IS INCLUSIVE WHEN WE:

- Map and analyse stakeholders
- Recognize stakeholders' views – even if we don't agree with them
- Have special mechanisms for those normally "left behind"
- Put in place ways to remove/reduce barriers that make participation difficult – language, geographic location or distance, abilities, age, income, connectivity, culture bias, discrimination
- Manage power imbalances and find ways to ensure that people feel safe to contribute (e.g. anonymity)
- Recognize and utilize traditional channels of engaging

ENGAGEMENT IS TRANSFORMATIVE WHEN WE:

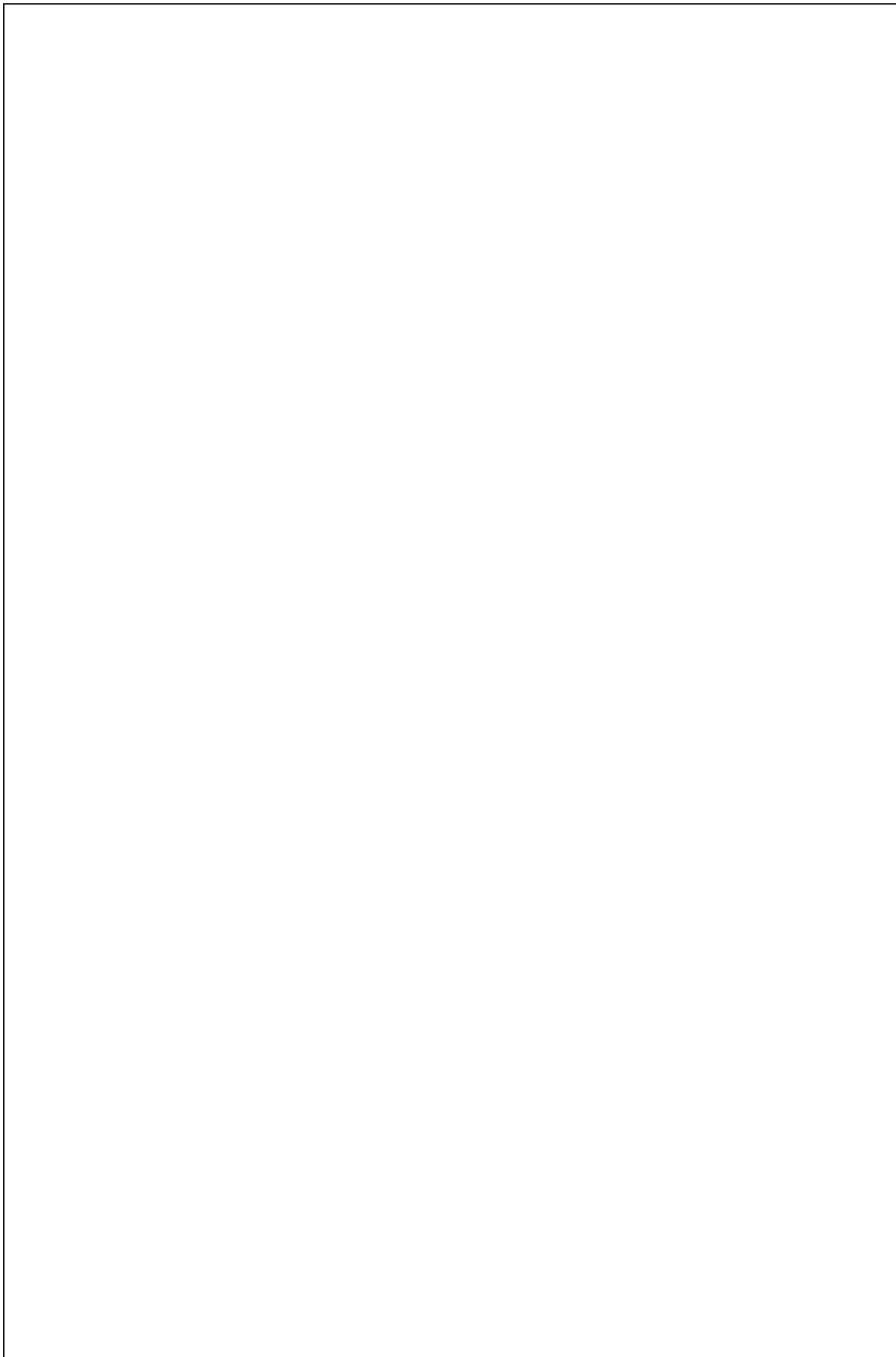
- Choose methods that build understanding and collaboration across different groups in society, sharing information from diverse perspectives
- Encourage and recognize contribution - motivate stakeholder action through a "whole of society" approach
- Choose methods that integrate social, economic and environmental perspectives
- Choose methods that encourage dialogue and shared action across the SDG framework
- Are willing to take a participatory approaches to addressing important societal challenges

ENGAGEMENT IS PROACTIVE WHEN WE:

- Build engagement planning into implementation
- Communicate the scope of engagement to stakeholders
- Provide the information they need in an accessible and timely manner
- Consult stakeholders on the way they would like to participate
- Respond to questions and concerns promptly

Checklist for how to organize stakeholder engagement

Source: UNDESA/UNITAR (2020, p. 45)





Module 7: Policy coherence on Track? Monitoring and Evaluation

Handout to participants

Roundtable 1: Your intuitive understanding of monitoring and evaluation for policy coherence SDG implementation

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. What are your experiences with monitoring and evaluation for policy coherence and SDG implementation? Please answer the following question spontaneously and personally.

- Do monitoring and evaluation frameworks in your working environment include cross-sectoral considerations?
- How relevant are results from evaluations for policymaking?



Activity 1: Group activity on sub-indicator 7

For this activity, please form small groups. In your group, discuss the sub-indicator 7 and in particular

- description
 - Rationale
 - Scoring
-
- Discuss how scores would be for your country about sub-indicator 7.

Please use the supporting material to for your discussion!



Supporting material for Activity 1:

Source: UNEP: **Methodology for SDG-indicator 17.14.1: Mechanisms in place to enhance policy coherence for sustainable development**



Theme	Domain	Points	Score
1. Institutionalized political commitment	Political commitment expressed/endorsed by the highest level	5	
	Additional specific commitments (1 point each, maximum of 5 points): <ul style="list-style-type: none"> • Set timelines for the achievement of policy coherence objectives; • A dedicated budget; • Defined roles and responsibilities; • Regular reporting mechanism; • Explicit consideration of international commitments; • Other nationally relevant commitment. 	5	
2. Long-term considerations	Long-term objectives going beyond the current electoral cycle included in national strategies	5	
	Additional specific mechanisms (1 point each, maximum of 5 points): <ul style="list-style-type: none"> • A commissioner, council or ombudsperson for future generations; • Other mechanisms of scrutiny or oversight on possible future effects; • Mechanisms for regular appraisal of policies; • Impact assessment mechanisms; and • Other nationally relevant factors. 	5	
3. Inter-ministerial and cross-sectoral coordination	National mechanism for regular coordination	5	
	Additional elements (scored as follows): <ul style="list-style-type: none"> • A mandate to make decisions regarding trade-offs (2 points); • Coordination body is convened by a centralized government body (1 point); • Coordination at both political level and technical level (1 point); • Mandate for aligning internal and external policies (1 point). 	5	
4. Participatory processes	Relevant stakeholders are consulted at the early stages of development of laws, policies, plans, etc.	5	
	Additional elements (scored as follows): <ul style="list-style-type: none"> • Consultations take place in a comprehensive manner at various stages of the policy cycle (1 point); • Institutions disclose the rationale for not including inputs from consultations (2 points); • An accountability mechanism that allows public intervention (2 points). 	5	
5. Policy Linkages: Assessment of policy effects and linkages	A mechanism for assessing and embedding the contribution of a policy (new or existing) to broader sustainable development, including transboundary elements.	5	
	Additional mechanisms (1 point each, maximum of 5 points): <ul style="list-style-type: none"> • The application of the above mechanisms at all levels of government; • An indicator framework for tracking policy effectiveness towards sustainable development; • A cost-benefit analysis of policy impacts across all sectors; • The identification of measures to mitigate negative effects and to optimize; • The specific consideration of international spill-overs, such as cross-border and international impacts • Other nationally relevant mechanisms. 	5	
6. Consultation and coordination across government levels and to enhance horizontal coherence across sub-national bodies	Any of following mechanisms (5 points each, 10 points total – two mechanisms is enough for 10 points): <ul style="list-style-type: none"> • Mechanisms to systematically collect the inputs of sub-national government entities and share them among those entities and entities at different levels; • Arrangements for regular formal exchange between central government and subnational levels and among sub-national levels; • Mechanisms to ensure enhance substantive coherence (templates & checklists); • Planning cycle timeframes that facilitate alignment; <ul style="list-style-type: none"> • Coordination between national level focal points and focal points for international negotiations on given issues 	10	
	Monitoring and evaluation framework for policy coherence for sustainable development.	5	
7. Monitoring and reporting for policy coherence	Aspects of policy coherence for sustainable development are integrated into SDG related reporting processes.	2	
	Data and information management system for sustainable development data.	3	
8. Financial resources and tools	Any of following (5 points each, 10 points total): <ul style="list-style-type: none"> • Check-lists to ensure that plans and budgets reflect policy coherence for sustainable development; • Integrated financial information systems. • Mechanisms to ensure that cooperation funds are aligned with national policies and priorities. 	10	
	TOTAL	80	Sum
Mechanisms in place to enhance policy coherence for sustainable development (%)			100* Sum/80



Supporting material for Activity 1 (continued, same source)

Monitoring and reporting for policy coherence

Summary

The country has mechanisms in place to systematically monitor and evaluate the effects of policies on the various dimensions of sustainable development and cross-sectoral impacts, and to report and inform adaptive action.

Description

This mechanism could be expressed through a requirement that the effects of policies on the various dimensions of sustainable development and cross-sectoral impacts are monitored and evaluated on a regular basis using specific indicators and that the findings are used to inform adaptive action to ensure that such action is coherent. Such a mechanism would be strengthened by the requirement that aspects of policy coherence are integrated into reporting of government entities.

Further, policy coherence would be strengthened if decision making was informed by sets of coherent data, and therefore an accompanying mechanism could be the existence of tools and information management systems that facilitate availability, accessibility and comparability of centralized and harmonized data on the various dimensions of sustainable development, as well as harmonized data within each dimension.⁵

Rationale

The aim of the mechanism is to allow policy makers to track progress, through specific indicators, in terms of coherence of existing policies, and to enable corrective action to enhance better coherence. Progress towards policy coherence for sustainable development may be assessed in a variety of ways, including through balancing the contribution of policies to the three dimensions of sustainable development; and coherence between sectoral policies.

Source/Mean of verification

Law or other government endorsed official document establishing the requirement to monitor and evaluate /report on policy coherence aspects into report, appearing in official Gazette / Bulletin / Journal or other government recognized official source and evidence of existence and use of information management systems

Computing the value

The following scoring will be used:

- An institutional or regulatory framework ensuring that the effects of policies on the various dimensions of sustainable development and cross-sectoral impacts are monitored and evaluated on a regular basis using specific indicators and that the findings are used to inform adaptive action to ensure that such action is coherent (5 points).



- Requirement that aspects of policy coherence for sustainable development are integrated into reporting of government entities (2 points).
- Existence and usage of tools and information management systems that facilitate availability, accessibility, and comparability of centralized and harmonized data on sustainable development (3 points).



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 9 (“Building Block 9: Monitoring, reporting and evaluation for policy coherence”) of the UN DESA Institutional Readiness Assessment.

What is your overall impression of the state of monitoring and evaluation in the country/region?

- In what respects do needs emerge for further actions?
- What are strengths and weaknesses in monitoring and evaluation for policy coherence and SDG implementation?



Activity 2: Developing a national M&E framework for monitoring policy coherence

For this activity, please form small groups. In your group, please develop to develop a national M&E framework for monitoring policy coherence for your country.

Discuss an institutional framework

- (1) in terms of structures: whom to include
- (2) in terms of processes:
 - (1) how to ensure constant monitoring and evaluating
 - (2) How to make sure cross-sectoral criteria are considered?

Select a rapporteur to briefly present the M&E framework to the plenary.



Module 8: Data for evidence-informed policymaking

Handout to participants

Roundtable 1: Your intuitive understanding of data for evidence-informed policymaking

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. What are your experiences with the use of data and scientific evidence for policymaking? Please answer the following question spontaneously and personally.

Do you agree with the following statement? Why (not)?

Policies are usually formulated based on the best available evidence.



Activity 1: Tandem activity on evidence-informed policymaking

Please discuss the following quote with your neighbor.

“There is nothing a government hates more than to be well-informed; for it makes the process of arriving at decisions much more complicated and difficult.” (Keynes, 1937)



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 6 (“Use of digital technology and data for policy coherence”) of the UN DESA Institutional Readiness Assessment you filled in in Module 4. Discuss the findings from Building Block 6 with a focus on the parts on data governance!

What is your overall impression of the state of data governance in the country/region?

- In what respects do needs emerge for further actions?
- What are strengths and weaknesses in data governance?



Activity 2: CLEWS – Case of Mauritius

For this activity, please form small groups. In your group, please discuss the following case:

CASE : Source : https://un-modelling.github.io/documents/module-2/3%20CLEWS5_Hands-On%20Session.pdf (pages 2-4)

Mauritius is a small, lower-middle-income country with a population of approximately 1.3 million people and a gross domestic product (GDP) of \$10.6 billion in 2015. The country has few mineral resources, but a tropical climate and conditions suitable for agriculture sugarcane cultivation.

There are no domestic reserves of fossil fuels; all coal and petroleum fuels therefore must be imported. Energy-related imports, at \$463 million, equivalent to 4.4 per cent of GDP, were a significant contributor to a negative current account balance of \$1.1 billion. Reducing energy import bills and improving energy security is a priority for the Government. There is currently no infrastructure for importing natural gas. The main domestic renewable energy resource being used is biomass.

A few smaller hydropower plants operate, but with little potential for expansion. Wind and solar projects for electricity generation have started coming online with government support. Power purchase agreements have been signed between the national power company and private renewable energy developers at prices higher than the avoided cost for the utility. The treasury (taxpayer) compensates the utility for the difference.

The sugar sector has had a central role in the economy but has been in decline in recent years. In the past, a sugar protocol gave sugar exporters preferential access to European markets through quotas and subsidized prices. As the protocol has ended, the sugar industry is in a period of transition. The response has been to downsize, such as by reducing planted area and employment; consolidate, including through fewer mills; and look for alternative sources of income, for example, ethanol and fertilizer. Without support from the Government, the sugar sector is expected to enter a permanent decline, yet it is still an important source of export revenues (10 per cent of total exports in 2015). It also occupies more land than any other economic sector and is responsible for over half of total water withdrawals.

Furthermore, the sugar industry and energy sectors are closely interlinked. Around 60 per cent of electricity is produced from co-generation facilities at sugar mills and sold to the national power company under power purchase agreements. This electricity is generated from renewable bagasse produced during the harvesting season and coal during the rest of the year (approximately 30 per cent of generation for the grid is from bagasse). Conversely, the electricity business is an important part of the sugar industry, responsible for more than 20 per cent of value added. Because of this interdependence, the future of the electricity sector is closely linked to the fate of the sugar sector.

While overall rainfall is relatively abundant, water availability is a concern in certain areas at the current level of demand. Supply is tight in dry years. It is possible to augment supply



through additional groundwater pumping, but only moderate increases are possible without overexploitation of aquifers. Current water demand is therefore close to the upper limit of what can be sustainably delivered in the long run. While the declining water demand in the sugar sector is alleviating the problem, there is strong growth in demand for municipal and industrial uses. Investment in additional storage reservoirs and inter-basin transfer canals to alleviate water shortages is foreseen.

Discuss the following questions

- 3) Which would be the key variables of interests in your country for a CLEWS model regarding
- Energy policy
 - Climate change
 - Land use
 - Water use
 - Food

Which SDGs would be touched by the model and related policies?

- 4) Imagine, the model is built for your country alongside these variables. Which reactions from the responsible ministers do you expect? With which arguments would you seek to convince hesitant ministers?



Module 9: Policy Coherence and Multi-level Governance: From Local to National to International Cooperation, with emphasis on national to local - Action for Policy Coherence

Handout to participants

Activity 1: Recap Day 4 – Letter to yourself

Reflect on Day 4: Write a brief letter to yourself covering which lessons you take from Day 4, why they are crucial to you and how they link to your personal working environment!



Roundtable 1: Your intuitive understanding of multi-level governance

First, we would like to know your intuitive understanding of the topic and benefit from your professional experiences. Think of examples from your everyday work where you were involved in governance across levels. What are your experiences with policy coherence across levels of government? Please answer the following question spontaneously and personally.

What is your understanding, experiences, and insights - from the perspective of central, regional, or local government – of aligning SDG priorities, policies and plans across levels of government?



Activity 2: Mechanisms for vertical policy coherence

Think of your own country and its mechanisms for vertical policy coherence! Try to visualize these mechanisms on the handout!

Reflect on the following questions:

- How many levels of government are in place?
- Which level is responsible for national policy formulation?
- Is there autonomy for cities and other local governments?

How do these mechanisms relate to the SDGs and the national SDG implementation structures?



Activity 3: Institutional Readiness Assessment

Please fill out Building Block 7 of the UN DESA Institutional Readiness Assessment (see separate sheet) on an individual basis!

Building Block 7: Coherence between national and local/regional level



Roundtable 2: Institutional Readiness Assessment

In the plenary, discuss the findings of Building Block 7 (“Coherence between national and local/regional level”) of the UN DESA Institutional Readiness Assessment you filled in in Activity 3.

What is your overall impression of the relations between levels of government in the country/region?

- How do you assess the mechanism in place in your country to coordinate across levels of government?
- In what respects do needs emerge for further actions?
- What are the strengths and weaknesses in terms of policy coherence between national and local/regional level?



Activity 4: Design of inclusive growth strategies across territorial units

For this activity, please form three groups representing three levels of government. The groups engage in coordinating an action plan regarding the case below:

CASE: A major new road is under consideration to increase mobility of people and the transport of export of goods from the inner territories of the country to one of the countries 's harbors. The three levels of government are represented in the national SDG Committee. External financing is available.

Please develop an action plan and first discuss within each group

- Which SDGs are affected by the topic?
- What are the substantive topics for discussion in each group?
- What will be the proposals for the agenda of the next meeting?
- What are the policy linkages that need to be addressed across levels of government?

Then, please report your results and agree on the agenda of the next meeting for the Action Plan. Each group should assign a rapporteur to present the results to the plenary and to negotiate with the other two groups.



Annex II: Agenda – At a Glance and Day-by-day-Agenda



Institutional Arrangements and Governance Capacities for Policy Coherence					
Time	Day 1	Day 2	Day 3	Day 4	Day 5
Modules	Institutional Readiness and Capacities for Policy Coherence to achieve the Sustainable Development Goals	Organizational Structures for Inter-Ministerial Collaboration, Use of Technologies for a Whole-of-Government Approach & Aligning Budgets to Policy Priorities	Transformational leadership, Changing Mindsets and Reaching out to Stakeholders for Policy Coherence	Monitoring, Evaluation and Data for Policy Coherence	Multi-level Governance and Action for Policy Coherence
Morning Session	Welcome & Course Introduction <i>Introduction of Speakers and Participants; Programme Overview; Icebreaker Activity & Getting to know each other</i> (9:00-10:00)	<i>Recap Day 1 + Overview Day 2</i> (9:00-9:30)	<i>Recap Day 2 + Overview Day 3</i> (9:00-9:30)	<i>Recap Day 3 + Overview Day 4</i> (9:00-9:30)	<i>Recap Day 4 + Overview Day 5</i> (9:00-9:30)
	Module 1: Institutional Capacities for Policy Coherence (10:00-13:00) Roundtable, Presentation, Group work, Presentation, Group Activity, Presentation, Group Work, Wrap-up	Module 3: Planning for SDG Implementation: Organizational structures for inter-ministerial collaboration (09:30-12:30) Roundtable, Presentation Institutional Readiness Assessment, Presentation, Group Work, Wrap-up	Module 5: Performance management & Changing the Political and Administrative Culture for Policy Coherence (09:30-12:45) Roundtable, Tandem Activity, Presentation, Institutional Readiness Assessment, Presentation, Group Activity, Wrap-up	Module 7: Policy Coherence on Track? Monitoring and Evaluation (09:30-12:30) Roundtable, Presentation, Group Work, Institutional Readiness Assessment, Presentation, Group Work, Wrap-up	Module 9: Policy Coherence and Multi-level Governance: From Local to National to International Cooperation (09:30 – 12:45) Roundtable, Presentation, Individual Activity, Presentation, Institutional Readiness Assessment, Presentation, Group Work, Wrap-up
Lunch Break					
Afternoon Session	Module 2: Assessing Institutional Readiness for Policy Coherence (14:00-17:00) Roundtable, Presentation, Individual Activity, Institutional Readiness Assessment, Presentation	Module 4: Aligned Budgeting and digital technology for coherent implementation of the SDGs (13:30 – 17:45) Roundtable, Presentation, Individual Activity, Presentation, Group Work, Presentation, Institutional Readiness Assessment, Presentation	Module 6: Stakeholder Participation in the SDG Policy Cycle (13:30 -16:45) Roundtable, Presentation, Tandem Activity, Presentation, Institutional Readiness Assessment, Presentation, Group Work	Module 8: Data for Evidence-informed Policymaking (13:30-16:45) Roundtable, Presentation, Group Activity, Presentation, Institutional Readiness Assessment, Presentation, Group Work, Presentation	Action Plan for Policy Coherence Activity, group presentation based on the action plan (13:45 – 16:30)
	Wrap-up & Reflection on Action for Change (17:00-17:30)	Wrap-up & Reflection on Action for Change (17:45-18:00)	Wrap-up & Reflection on Action for Change (16:45 -17:00)	Wrap-up & Reflection on Action for Change (16:45-17:00)	Course Evaluation by Participants & Closing Session (16:30-17:00)



Institutional Arrangements and Governance Capacities for Policy Coherence	
Institutional Readiness and Capacities for Policy Coherence to achieve the Sustainable Development Goals	
9:00-10:00	Welcome & Course Introduction
Content	<p><i>Introduction of Speakers and Participants; Programme Overview; Icebreaker Activity</i> This Module gives an overview of the whole course, welcome participants and introduces participants and course facilitator</p>
10:00-13:00	Module 1: Institutional Capacities for Policy Coherence
Content	<p>The module aims to familiarize participants with the crucial significance of institutions for policy coherence. Institutions are vital to creating policy coherence because they shape roles and resources in decision-making. They distribute tasks and political attention and contribute to the distribution of power in government. Institutions have their own cultures and mind-sets which differ in how much they encourage cooperation across institutions. The module takes a broad conceptual perspective and introduces participants to the role and significance of institutions in governance and policymaking, to institutional principles for governance, to the concept of policy coherence and system-thinking to support policy coherence. It discusses the importance of coordination for policy coherence as well as organizational factors for coordination problems.</p> <p>Group work on policy synergies, group activity on systems thinking, group work on case study on carnivore management</p>
Learning Outcomes	<ul style="list-style-type: none"> • To understand why policy coherence is relevant • To discuss the concept of policy coherence • To reflect on the concept of institutions • To understand why and how institutions are relevant for policy coherence • To discuss the concept of systems-thinking • To discuss coordination as a pre-requisite for coordination • To reflect on what drives coordination problems



<p>Key Readings</p>	<ul style="list-style-type: none"> • CEPA Strategy Guidance Note on Promotion of coherent policymaking, February 2021: https://publicadministration.un.org/Portals/1/Strategy%20note%20coherent%20policymaking%20Mar%202021.pdf • International Council for Science (ICSU) (2017), A Guide to SDG Interactions: from Science to Implementation [D.J. Griggs, M. Nilsson, A. Stevance, D. McCollum (eds)]. International Council for Science, Paris DOI: 10.24948/2017.01 • Nilsson, M., T. Zamparutti, J.-E. Petersen, B. Nykvist, P. Rudberg and J. McQuinn, (012), Understanding policy coherence: Analytical framework and examples of sector-environment policy interactions in the EU. <i>Environmental Policy and Governance</i>, 22:395-423. • Nilsson, M., D. Griggs and M. Visbeck, (016), Map the interactions between Sustainable Development Goals. <i>Nature</i>, 534:320-322. • OECD (2018), Policy Coherence for Sustainable Development 2018: Towards Sustainable and Resilient Societies, OECD Publishing, Paris http://dx.doi.org/10.1787/9789264301061-en • OECD (2019a), Policy Coherence for Sustainable Development 2019: Empowering People and Ensuring Inclusiveness and Equality, OECD Publishing, Paris, https://doi.org/10.1787/a90f851f-en. • OECD (2019b), Governance as an SDG Accelerator: Country Experiences and Tools, OECD Publishing, Paris, https://doi.org/10.1787/0666b085-en. • United Nations (2018), Working Together: Integration, institutions and the Sustainable Development Goals, World Public Sector Report 2018, Division for Public Administration and Development Management, Department of Economic and Social Affairs, (DPADM), New York, April, chapter 1: https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/wChapter%201.pdf • United Nations (2019), Compendium of National Institutional Arrangements for implementing the 2030 Agenda for Sustainable Development. The 46 countries that presented voluntary national reviews at the High-level Political Forum in 2018, https://sustainabledevelopment.un.org/content/documents/22008UNPAN99132.pdf • United Nations (2019), Sustainable Development Goal 16: Focus on public institutions, World Public Sector Report 2019, Division for Public Institutions and Digital Government, Department of Economic and Social Affairs, New York, June. (introduction and chapter 1): https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/World%20Public%20Sector%20Report%202019.pdf • Wong, R. (2019), Balancing Institutions for Implementing the Sustainable Development Goals Through ‘Network Within Hierarchy“. In: <i>Sustainability</i> 2019, 11, 4498; doi:10.3390/su11164498.
<p>Schedule</p>	<ul style="list-style-type: none"> • Roundtable: 10:00-10:10 • Presentation: 10:10-10:45 • Activity: 10:45-11:10 • Presentation: 11:11:30 • Break: 11:30-11:40 • Activity: 11:40-11:55 • Presentation: 11:55-12:15 • Activity: 12:15-12:45 • Wrap-up: 12:45-13:00



13:00-14:00	Lunch Break
14:00-17:00	Module 2: Assessing Institutional Readiness for Policy Coherence
Content	<p>The module focusses on how to assess the institutional readiness of a governance system for policy coherence and introduces the UN DESA Institutional Readiness Assessment, its building blocks, and indicators. The UN DESA Institutional Readiness Assessment is based on nine building blocks. Next assessing structural preconditions for policy coherence, the assessment emphasizes the political nature of policy coherence. The module discusses why and how politics matters for policy coherence. The module explores the first three Building Blocks of the UN DESA institutional readiness assessment for policy coherence and discusses in-depth the significance of political commitment for policy coherence.</p> <p>Individual brainstorming activity on institutional strengths and weaknesses for policy coherence, individual activity to fill in UN DESA Institutional Readiness Assessment Building Blocks 1-3, round table to reflect on findings from Building Block 1</p>
Learning Outcomes	<ul style="list-style-type: none"> • To understand why and how to assess institutional readiness for policy coherence • to be able to describe indicators for assessing institutional readiness alongside nine building blocks • to discuss the relevance of political commitment for policy coherence • to reflect on institutional strengths and weaknesses qualifies • to discuss how to foster political commitment
Key Readings	<ul style="list-style-type: none"> • OECD (2019), Policy Coherence for Sustainable Development 2019, chapter 2. https://www.oecd.org/governance/policy-coherence-for-sustainable-development-2019-a90f851f-en.htm • United Nations (2018), Working Together: Integration, institutions and the Sustainable Development Goals, World Public Sector Report 2018, Division for Public Administration and Development Management, Department of Economic and Social Affairs, (DPADM), New York, April, chapter 2: https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/wChapter%202.pdf • UNEP (2020), Methodology for SDG-indicator 17.14.1: Mechanisms in place to enhance policy coherence for sustainable development: https://unstats.un.org/sdgs/files/meetings/webex-26feb2020/Tier%20reclassification%20requests.zip • Weitz, N., Strambo, C., Kemp-Benedict, E., Nilsson, M., 2017. Closing the governance gaps in the water-energy-food nexus. Glob. Environ. Chang. Part A 45, 165–173. https://doi.org/10.1016/j.gloenvcha.2017.06.006. • Institutional Readiness for Policy Coherence to Implement the 2030 Agenda for Sustainable Development: The Case of Finland.
Schedule	<ul style="list-style-type: none"> • Round table: 14:00-14:10 • Presentation: 14:10-14:45 • Brainstorming Activity: 14:45-15:00 • Individual Activity/Readiness Assessment: 15:00-16:10 (incl. 10 mins break) • Round table on Building Block 1: 16:10-16:30 • Presentation: 16:30-17:00



17:00-17:30	Wrap-up and Reflection on Action for Change
Day 2: Organizational Structures for Inter-Ministerial Collaboration, Use of Technologies for a Whole-of-Government Approach and Aligning Budgets to Policy Priorities	
9:00-09:30	Recap Day 1 and Overview Day 2
9:30-12:30	Module 3: Planning for SDG Implementation: Organizational Structures for Inter-ministerial Collaboration
Content	<p>The module aims to enable participants to use National Development Plans (NDPs) and similar national planning documents to make progress towards policy coherence. NDPS and similar documents have a rich history as key strategic documents for long-term planning and development. SDG implementation requires changes to these instruments, and countries have taken different pathways, including developing new NDPs in response to the 2030 Agenda. The module introduces a range of to NDPs and discusses tools for how to align strategic planning documents to the SDGs. The UN’s Rapid Integration Assessment and MAPS are discussed in greater detail. Organizational structures for planning, SDG implementation and inter-ministerial coordination are key for moving towards policy coherence and strengthening the capacity of governments to align long-term policy making across sectors and with the SDGs. For that reason, the module presents and reflects on different models of organizational structures for SDG implementation and coordination.</p> <p>Round table to reflect on findings of UN DESA Institutional Readiness Assessment Building Blocks 1-3, group work on designing organizational structures for policy coherence,</p>
Learning Outcomes	<ul style="list-style-type: none"> • To understand the potential contributions of NDPs to policy coherence and the achievements of SDGs • To recognize the critical role of leadership and ownership in adapting NDPs for implementation of SDGs • To be aware of the choices of organizational arrangements for coherent policies across sectors and levels of government • To recognize of the critical role of mandate and authority of organizational arrangements for effective implementation of SDGs • To realize the breadth of country experiences
Key Readings	<ul style="list-style-type: none"> • Chimhowu, A. O., Hulme, D., & Munro, L. T. (2019). The ‘New’ national development planning and global development goals: Processes and partnerships. <i>World Development</i>, 120, 76-89. https://reader.elsevier.com/reader/sd/pii/S0305750X19300713?token=6D116CA71A777C4027EF3B5350900FA80E18D480FF1D0730AC8E4E5A8ABBC1D5ECF04EA47AB6491413565B0A81CCCBFC • Morita, K., Okitasari, M. & Masuda, H. (2020). Analysis of national and local governance systems to achieve the sustainable development goals: case studies of Japan and Indonesia. <i>Sustain Sci</i>, 15, 179–202. https://doi.org/10.1007/s11625-019-00739-z • OECD (2016). <i>OECD Survey on Planning and Coordinating the Implementation of the SDGs: First Results and Key Issues</i>. https://www.oecd.org/gov/cob-sdg-survey-overview-of-results.pdf • OECD (2019). <i>Governance as an SDG Accelerator: Country Experiences and Tools</i>. Paris: OECD Publishing. https://doi.org/10.1787/0666b085-en



	<ul style="list-style-type: none"> • Telch, F., Isaza, C. & Rubaii, N. (2020). Governance challenges within national development planning: lessons from the Colombian experience. <i>International Review of Public Administration</i>. DOI: 10.1080/12294659.2020.1802869 • UN DESA (2016). Synthesis of Voluntary National Reviews 2016. https://sustainabledevelopment.un.org/content/documents/127761701030E_2016_VNR_Synthesis_Report_ver3.pdf • UN DESA (2017). Synthesis of Voluntary National Reviews 2017. https://sustainabledevelopment.un.org/content/documents/17109Synthesis_Report_VNRs_2017.pdf • Institutional Readiness for Policy Coherence to Implement the 2030 Agenda for Sustainable Development: The Case of Finland- Case study based on the UN DESA Readiness Assessment on Governance Capacities and Institutional Arrangements for Policy Coherence. • Institutional Readiness for Policy Coherence to Implement the 2030 Agenda for Sustainable Development: The Case of Portugal - Case study based on the UN DESA Readiness Assessment on Governance Capacities and Institutional Arrangements for Policy Coherence. • UNDP (2017). MAPS in Action. https://www.undp.org/content/undp/en/home/librarypage/sustainable-development-goals/sdgs-in-action.html • UNDP (2017). <i>Rapid Integrated Assessment (RIA) to facilitate mainstreaming of SDGs into national and local plans</i>. https://publicadministration.un.org/unpsa/database/Winners/2020winners/consejo_nuevohttps://publicadministration.un.org/unpsa/database/UNPSA-Initiatives-and-the-SDGs • UNDP (2018). <i>Budgeting for Agenda 2030. Opting for the right model</i>. Concept Note • UNDP (2019). Summary of main findings from SDG mainstreaming, acceleration and policy support mission reports. Discussion Paper. https://www.eurasia.undp.org/content/rbec/en/home/library/sustainable-development/summary-of-findings-from-sdg-MAPS-missions.html • UN DESA (2018). Working Together: Integration, institutions and the Sustainable Development Goals. World Public Sector Report 2018. Division for Public Administration and Development Management, Department of Economic and Social Affairs, (DPADM). New York, chapter 2: https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/wChapter%202.pdf • UN DESA (2020). <i>Compendium of National Institutional Arrangements for implementing the 2030 Agenda for Sustainable Development</i> . The 47 countries that presented voluntary national reviews at the high-level political forum in 2019. https://sustainabledevelopment.un.org/content/documents/25839Compendium_of_National_Institutional_Arrangements.pdf
Schedule	<ul style="list-style-type: none"> • Round table: 09:30-09:40 • Presentation: 09:40-10:30 • Break: 10:30-10:40 • Round table on Building Blocks 1-3: 10:40-11:10 • Presentation: 11:10-11:30 • Group work: 11:30-12:15 • Wrap-up: 12:15-12:30:



12:30-13:30	Lunch Break
13:30-17:45	Module 4: Aligned Budgeting and Digital Technology for Coherent Implementation of the SDGs
Content	<p>This module aims to familiarize participants with three critical instruments of public policies for the design and implementation of SDGs: performance-based budget planning and execution, financial frameworks. and instruments of regulatory quality. As budgets are powerful instruments for realizing plans and policies, they are a good fit for SDGs – in principle. The module introduces the institutional and political challenges and offers practical ways to integrate the SDGs in the budgeting process through integrated financing frameworks and the concept of performance-based budgeting. Recognizing the existing administrative limits and capacities in countries, governments will have to make choices how best to shape the actual budgeting systems for policy coherence. Addressing the interlinkages among SDGs in public service delivery can be supported significantly through integrated digital services. They require high degrees of coordination among ministries and agencies and leveraging system-thinking. This includes paying attention to the technical conditions of access of citizens to digital services, such as internet availability and penetration rates.</p> <p>Individual activities to fill in UN DESA Institutional Readiness Assessment Building Blocks 4 & 5, round tables to reflect on findings from Building Blocks 4&5, group work to develop an “Action Pan on Better Housing”, round table on digital government</p>
Learning Outcomes	<ul style="list-style-type: none"> • To recognize the critical contributions of financing, budgeting and digital government to policy coherence and SDG implementation • To be aware of principles of output-based budgeting for SDG implementation and the range of actual practices and experiences • To understand the role of institutional frameworks for enabling budgeting for policy coherence • To appreciate potential and requirements of digital transformation for sustainable service delivery
Key Readings	<ul style="list-style-type: none"> • United Nations, Inter-agency Task Force on Financing for Development (UN Inter-agency Task Force) (2019), Financing for Sustainable Development Report 2019 (New York: United Nations, 2019), available from: https://developmentfinance.un.org/fsdr2019 • https://sustainabledevelopment.un.org/memberstates/palau • UN DESA (2020): E-Government Survey 2020 Digital Government in the Decade of Action for Sustainable Development. https://publicadministration.un.org/egovkb/Portals/egovkb/Documents/un/2020-Survey/2020%20UN%20E-Government%20Survey%20(Full%20Report).pdf • Deighton-Smith, R., A. Erbacci and C. Kauffmann (2016), "Promoting inclusive growth through better regulation: The role of regulatory impact assessment", OECD Regulatory Policy Working Papers, No. 3, OECD Publishing, Paris, https://doi.org/10.1787/5jm3tqwqp1vj-en. • UNDP (2018), Budgeting for Agenda-2030: Opting for the right model, Concept Note, September 2018 • OECD (2017), Budgeting and performance in the European Union: A review by the OECD in the context of EU budget focused on results, OECD Journal on Budgeting Volume 2017/1, https://www.oecd.org/gov/budgeting/budgeting-and-performance-in-the-eu-oecd-review.pdf



	<ul style="list-style-type: none"> • OECD (2019a), Implementing Regulatory Impact Analysis in the Central Government of Peru: Case Studies 2014-16, OECD Publishing, Paris, https://doi.org/10.1787/9789264305786-en • OECD (2019b), Government at a Glance 2019, OECD Publishing, Paris, https://doi.org/10.1787/8ccf5c38-en • OECD (2019c), Budgeting and Public Expenditures in OECD Countries 2019, OECD Publishing, Paris. https://doi.org/10.1787/9789264307957-en • United Nations (2019), Sustainable Development Goal 16: Focus on public institutions, World Public Sector Report 2019, Division for Public Institutions and Digital Government, Department of Economic and Social Affairs, New York, June. https://publicadministration.un.org/publications/content/PDFs/World%20Public%20Sector%20Report2019.pdf
Schedule	<ul style="list-style-type: none"> • Round table: 13:30-13:40 • Presentation: 13:40-14:40 (incl. Video) • Individual Activity/Readiness Assessment Building Block 4: 14:40-15:00 • Break: 15:00-15:10 • Round table on findings: 15:10-15:30 • Presentation: 15:30-15:50 • Group work: 15:50-16:30 • Break: 16:30-16:40 • Individual activity/Readiness Assessment Building Block 5: 16:40-17:05 • Round table on findings: 17:05-17:15 • Presentation: 17:15-17:30 • Roundtable: 17:30-17:45
17:45-18:00	Wrap-up and Reflection on Action for Change
Day 3: Transformational leadership, Changing Mindsets and Reaching out to Stakeholders for Policy Coherence	
9:00-09:30	Recap Day 2 and Overview Day 3
9:30-12:45	Module 5: Performance management & Changing the Political and Administrative Culture for Policy Coherence
Content	<p>This module invites participants to deep dive into the critical role the public workforce for coherent policy making and implementation of the SDGs. Going beyond the call for political leadership and political commitment as necessary conditions, policy coherence requires an administrative and operational culture which encourages collaboration and rewards commitment of civil servants and public officials to collaborate with each other across ministries, agencies and with external stakeholders. The required competencies, collaborative skills and mindsets will be discussed based on detailed materials from the UN and other sources. The function of “spanning boundaries” is a rather recent concept. Approaches and tools of performance management ranging from raising capacity to incentives and shared accountability need to be integrated with well-defined strategic goals and training offers and become part and parcel of ‘how things are done’. The module provides for five group activities to facilitate the exchanges among participants on a subject which remains in many countries still a key challenge on the way to policy coherence. With Finland, Colombia and Singapore having</p>



	<p>responded to the invitation by the UN Secretariat to go through the Readiness Assessment participants will be able to draw on three up-to-date case studies. Tandem Activity on the role of people for policy coherence, individual activity to fill in Readiness Assessment Building Block 6, group work on case study on a recruitment procedure</p>
Learning Outcomes	<ul style="list-style-type: none"> • To understand the impact of values, attitudes, mindsets on progress in coherence of policies • To appreciate competencies and skills for collaboration • To recognize the role of political and managerial leadership in favor of collaboration • To value the importance of administrative culture for policy coherence • To discuss performance management for policy coherence
Key Readings	<ul style="list-style-type: none"> • Chams, Nour & Garcia-Blandon, Josep. (2018). On the Importance of Sustainable Human Resource Management for the adoption of Sustainable Development Goals. Resources Conservation and Recycling. 141. 109-122. 10.1016/j.resconrec.2018.10.006. • OECD (2019a), The Path to Becoming a Data-Driven Public Sector, OECD Digital Government Studies, OECD Publishing, Paris, https://doi.org/10.1787/059814a7-en. • OECD (2019b), Recommendation of the Council on Public Service Leadership and Capability, OECD/LEGAL/0445 • UN DESA, World Public Sector Report 2018 • NESTA Innovation Skill Team: Skills& attitudes for public problem solving, in: The New Work Times, Ottawa, Canada, Febr. 27, 2018, p9-14 • Toolkit on Changing Mindsets, UN DESA-DPIDG, February 2020, https://drive.google.com/drive/folders/1kyX1U2u1utJ1K07_22pOtx3ftenxrnQA?usp=sharing • https://apolitical.co/en/solution_article/here-are-the-7-skills-you-need-to-collaborate-in-government • O'Flynn (2019) https://www.anzsog.edu.au/resource-library/news-media/why-public-sector-leaders-need-to-give-staff-freedom-to-cross-boundaries • Khan, A.: How can transformational leaders and changing mindsets impact society's shared values, culture, social norms and impact for SDGs? 2019 UNPSF, Baku, Azerbaijan, June 24-26, 2019 http://unpog.org/file/download.asp?sn=238 • Hirvola, P: How can changes in mindsets lead to changes in public service performance to deliver on the SDGs? What capacities and new values need to put in place? 2019 UNPSF 2019 http://unpog.org/file/download.asp?sn=239 • Institutional Readiness for Policy Coherence to Implement the 2030 Agenda for Sustainable Development: The Case of Singapore. This case study is primarily based on the UN DESA Questionnaire on Readiness Assessment on Institutional Arrangements for Policy Coherence to Implement the 2030 Agenda for Sustainable Development filled in by the Ministry of Foreign Affairs, Singapore. Additional information and explanation has been added from the Voluntary National Review 2018 Singapore. Information collected from other sources have been referenced. • Bloomberg Harvard, City Leadership Initiative: Creating Public Value: Concept Note 0028CN, (2020)
Schedule	<ul style="list-style-type: none"> • Round table: 09:30-09:40 • Presentation: 09:40-09:45 • Tandem Activity: 09:45-10:00



	<ul style="list-style-type: none"> • Presentation: 10:00-10:30 • Break: 10:30-10:40 • Individual Activity/Readiness Assessment Building Block 6: 10:40-11:10 • Presentation: 11:10-11:40 • Group work: 11:40-12:30 • Wrap-up: 12:30-12:45
12:30-13:30	Lunch Break
13:30-16:45	Module 6: Stakeholder Participation in the SDG Policy Cycle
Content	<p>The module aims to familiarize participants with rationales and designs to achieve effective stakeholder participation for the SDG implementation. Why is participation and stakeholder engagement key to the Agenda 2030 and is addressed by several SDGs and targets? What is the potential, what are the challenges? Engaging relevant stakeholders and including multiple perspectives, types of knowledge and experiences among them are vital pre-requisites for policy coherence. The module discusses the significance and challenges of stakeholder engagement for policy coherence, introduces different levels of participation and looks at how to set up stakeholder engagement. Involving stakeholders in the SDG implementation allows to develop implementation arrangements and approaches based on a diverse set of perspectives, expertise and interests, and thus to address the specific regional and local situations, understand the impact of policies and to generate and sustain support for the SDGs.</p> <p>Tandem activity to brainstorm on types of stakeholders, individual activity to fill in Readiness Assessment Building Block 8, group work on stakeholder mapping and stakeholder engagement plan</p>
Learning Outcomes	<ul style="list-style-type: none"> • To understand the significance of stakeholder participation for policy coherence • To identify relevant stakeholders • To discuss how to select stakeholders • To reflect on the relevance of power and resources for stakeholder engagement • To discuss institutional formats for stakeholder participation
Key Readings	<ul style="list-style-type: none"> • Duffy, J. (2020). How to plan for strategic stakeholder engagement. https://apolitical.co/en/solution_article/how-to-plan-for-strategic-stakeholder-engagement • Duit, A., & Löf, A. (2018). Dealing With a Wicked Problem? A Dark Tale of Carnivore Management in Sweden 2007-2011. <i>Administration & Society</i>, 50(8), 1072–1096. https://doi.org/10.1177/0095399715595668 • OECD (2019), Governance as an SDG Accelerator : Country Experiences and Tools, OECD Publishing, Paris, https://doi.org/10.1787/0666b085-en. Chapter 2 and Annex B. • United Nations (2018), Working Together: Integration, institutions and the Sustainable Development Goals, World Public Sector Report 2018, Division for Public Administration and Development Management, Department of Economic and Social Affairs, (DPADM), New York, April, chapter 4: https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/wChapter%204.pdf • UN DESA/UNITAR (2020), Stakeholder Engagement & the 2030 Agenda. A Practical Guide. Available at: https://sdgs.un.org/sites/default/files/2020-



	<p>07/2703For_distribution_Stakeholder_Engagement_Practical_Guide_spreads_2.pdf</p> <ul style="list-style-type: none"> UNPSA Award – Winners of 2017 – Case of Madrid: https://publicadministration.un.org/unpsa/database/Winners/2018-winners/Citizen-participation-project Institutional Arrangements and Governance Capacities for Policy Coherence FACT SHEET, United Nations Public Service Awards 2019 Winner - Indonesia Category: Ensuring Integrated Approaches in Public Sector Institutions . prepared by the United Nations Department of Economic and Social Affairs (UN DESA Division for Public Institutions and Digital Government (DPIDG) March 2021.
Schedule	<ul style="list-style-type: none"> Round table: 13:30-13:40 Presentation: 13:40-13:55 Tandem Activity: 13:55-14:15 Presentation: 14:15-14:45 Individual Activity/Readiness Assessment Building Block 8: 14:45-15:05 Round table on findings. 15:05-15:30 Break: 15:30-15:40 Presentation: 15:40-16:10 Group work: 16:10-16:45
16:45-17:00	Wrap-up and Reflection on Action for Change
Day 4: Monitoring, Evaluation and Data for Policy Coherence	
9:00-09:30	Recap Day 3 and Overview Day 4
9:30-12:30	Module 7: Policy Coherence on Track? Monitoring and Evaluation
Content	<p>The aim of the module is to introduce participants to the significance of monitoring and evaluation for policy coherence and SDG implementation. Monitoring, and evaluation are key components of ensuring if and how implemented policies achieve the intended goals. Monitoring and evaluation provide relevant information on the outcome of policies to be used for reform or to adapt implementation practices and to get insights into ‘where you stand’ regarding SDG implementation and sustainable development more broadly. Valid indicators are crucial for monitoring and evaluation. The module looks into how monitoring and evaluation link with policy coherence, which challenges are related, how the global SDG monitoring/reporting system operates and looks in detail into sub-indicator 7 of indicator 17.4.1.</p> <p>Group work on sub-indicator 7, individual activity to fill in Readiness Assessment Building Block 9, group work on developing a monitoring and evaluation framework</p>
Learning Outcomes	<ul style="list-style-type: none"> To understand the relevance of monitoring and evaluation for policy coherence To reflect on SDG indicator framework To discuss how to link monitoring and evaluation to policy coherence To explore institutional frameworks for SDG Monitoring
Key Readings	<ul style="list-style-type: none"> OECD (2019), Governance as an SDG Accelerator : Country Experiences and Tools, OECD Publishing, Paris, https://doi.org/10.1787/0666b085-en. (chapter 4 and Annex D) OECD (2020), Improving Governance with Policy Evaluation: Lessons From Country Experiences, OECD Public Governance Reviews, OECD Publishing, Paris, https://doi.org/10.1787/89b1577d-en.



	<ul style="list-style-type: none"> • UN (2020): The Sustainable Development Goals Report 2020. New York. https://unstats.un.org/sdgs/report/2020/ • CEPA Strategy Guidance Note on Monitoring and Evaluation Systems, https://publicadministration.un.org/Portals/1/Strategy%20note%20monitoring%20and%20evaluation%20Feb%202021.pdf • TAP Network (wo year): Utilizing Supreme Audit Institutions. In: SDG Accountability Handbook, https://securerusercontent.com/166.62.112.219/9bz.99d.myftpupload.com/wp-content/uploads/2019/05/Utilizing-Supreme-Audit-Institutions.pdf • UN DESA (2018), Working Together: Integration, institutions and the Sustainable Development Goals, World Public Sector Report 2018, Division for Public Administration and Development Management, Department of Economic and Social Affairs, (DPADM), New York, April, chapter 2: https://publicadministration.un.org/Portals/1/Images/WorldPublicSector/wChapter%202.pdf • UN DESA, (2021) Toolkit on DiGIT4SD: Digital Government Implementation, https://unpan.un.org/node/1118 • UNEP (2020). Methodology for SDG-indicator 17.14.1: Mechanisms in place to enhance policy coherence for sustainable development: https://unstats.un.org/sdgs/files/meetings/webex-26feb2020/Tier%20reclassification%20requests.zip • UN Water (2017). Integrated monitoring guide for Sustainable Development Goal 6 on water and sanitation: good practices for country monitoring systems. Available from: http://www.unwater.org/app/uploads/2017/09/G1_Good-practices-for-country-monitoring-systems_Version-2017-07-12a.pdf.
Schedule	<ul style="list-style-type: none"> • Round table: 09:30-09:40 • Presentation: 09:40-10:20 (incl. video) • Group work: 10:20-10:45 • Break: 10:45-10:55 • Individual Activity/Readiness Assessment Building Block 9: 10:55-11:25 • Presentation: 11:25-11:45 (incl. video) • Group work: 11:45-12:15 • Wrap-up: 12:15-12:30
12:30-13:30	Lunch Break
13:30-17:00	Module 8: Data for Evidence-informed Policymaking
Content	<p>This module familiarizes participants with the crucial role of evidence and data to inform coherent policies. While data is abundant in contemporary societies, challenges for data governance and for the use of evidence in policymaking are still considerable. Yet, not only for the SDG implementation, it is crucial to recognize the value of data to assess policy linkages, synergies, and trade-offs. The module introduces the concept of data governance and discusses the challenges of evidence-informed policymaking, data use and data governance and familiarizes participants with the CLEWS tool.</p> <p>Tandem Activity on evidence and government, round table on Institutional Readiness Assessment Building Block 5, group work on CLEWS</p>
Learning Outcomes	<ul style="list-style-type: none"> • To understand the relevance of data for evidence-informed policy making and policy coherence • To be familiar with elements of data governance frameworks



	<ul style="list-style-type: none"> • To discuss tools for moving towards data governance in support of policy coherence • To be aware of cases and examples of evidence for policymaking and data governance
Key Readings	<ul style="list-style-type: none"> • Benfeldt, O., Persson, J. S., & Madsen, S. (2018). Why governing data is difficult: Findings from Danish Local Government. In <i>Smart Working, Living and Organising: IFIP WG 8.6 International Conference on Transfer and Diffusion of IT, TDIT 2018, Portsmouth, UK, June 25, 2018, Proceedings</i> (pp. 15-29). Springer. I F I P, Vol.. 533 https://doi.org/10.1007/978-3-030-04315-5_2 • Carruthers, D., Karetji, P. & Thamrin, F. (2020). Extending the Art of the Possible with Big Data to Better Inform COVID-19 Responses. Blog Post Pulse Lab Jakarta. https://www.unglobalpulse.org/2020/07/extending-the-art-of-the-possible-with-big-data-to-better-inform-covid-19-responses/ • Head, B. (2016). Toward More “Evidence-Informed” Policy Making? <i>Public Administration Review</i>, Vol. 76, Iss. 3, pp. 472–484. • OECD (2019a), <i>The Path to Becoming a Data-Driven Public Sector</i>, OECD Digital Government Studies, OECD Publishing, Paris, https://doi.org/10.1787/059814a7-en. • OECD (2019b), <i>Enhancing Access to and Sharing of Data: Reconciling Risks and Benefits for Data Re-use across Societies</i>, OECD Publishing, Paris, https://doi.org/10.1787/276aaca8-en. • Silva, J.P.SC. (2018). The data revolution in government needs one final element: cooperation. <i>Apolitical</i>. https://apolitical.co/en/solution_article/data-fusion-in-government • UNEP (2020). Methodology for SDG-indicator 17.14.1: Mechanisms in place to enhance policy coherence for sustainable development: https://unstats.un.org/sdgs/files/meetings/webex-26feb2020/Tier%20reclassification%20requests.zip • UN DESA (2020): <i>E-Government Survey 2020 Digital Government in the Decade of Action for Sustainable Development</i>. https://publicadministration.un.org/egovkb/Portals/egovkb/Documents/un/2020-Survey/2020%20UN%20E-Government%20Survey%20(Full%20Report).pdf • UN Global Pulse (2020). Extending the Art of the Possible with Big Data to Better Inform COVID-19 Responses. Blog post: https://www.unglobalpulse.org/2020/07/extending-the-art-of-the-possible-with-big-data-to-better-inform-covid-19-responses/ • UNPSA Award – Winners of 2020 – Case of Botswana: https://publicadministration.un.org/unpsa/database/Winners/2020-winners/ICT_integration, related material: https://www.un.org/africarenewal/magazine/june-2020/botswana-e-learning-initiative-wins-prestigious-un-public-service-award • UNPSA Award – Winners of 2019 – Case of Indonesia: https://publicadministration.un.org/unpsa/database/Winners/2019-Winners/PetaBencanaid • UN/DESA Policy Brief #89: <i>Strengthening Data Governance for Effective Use of Open Data and Big Data Analytics for Combating COVID-19</i>, https://www.un.org/development/desa/dpad/publication/UN_DESA-policy-brief-89-strengthening-data-governance-for-effective-use-of-open-data-and-big-data-analytics-for-combating-covid-19/ • UN DESA(March 2021), <i>Indonesia, Institutional Arrangements and Governance Capacities for Policy Coherence FACT SHEET</i>



Schedule	<ul style="list-style-type: none"> • Round table: 13:30-13:40 • Presentation: 13:40-13:55 • Tandem Activity: 13:55-14:20 • Presentation: 14:20-14:50 • Round table on findings Readiness Assessment Building Block 5: 14:50-15:10 • Presentation: 15:10-15:30 • Break: 15:30-15:40 • Group work: 15:40-16:20 • Presentation: 16:20-16:45
16:45-17:00	Wrap-up and Reflection on Action for Change
Day 5: Multi-level Governance and Action for Policy Coherence	
9:00-09:30	Recap Day 4 and Overview Day 5
9:30-12:45	Module 9: Policy Coherence and Multi-level Governance: From Local to National to International Cooperation
Content	<p>The module familiarizes participants with the concept of vertical governance which is of critical importance for the localization of SDGs: How to ensure the delivery of the SDGs to their citizens at local and regional level given the level of decentralization of countries? As regional authority is increasing globally – cities have turned into major drivers of economic, social and environmental improvements - localization of the SDGs requires new channels and ways of coordination between levels of government for policy coherence. The module introduces tools and approaches of institutional, territorial and management reforms to facilitate the integration of SDGs, while identifying the potential gaps between cooperation between levels of governance and the ways how to overcome them. Participation of local and regional governments in national coordination mechanisms for the SDGs is weak or does not exist at all in far more than 50 percent of the countries. On the other hand, capacity and funding gaps to implement the SDGs are addressed in many places through establishing local representative offices of central government institutions throughout local or regional authorities. A territorial approach to SDG localization includes also greater coordination among governments across the same level – a challenge which will be subject of the group activities of the module.</p> <p>Individual activity on vertical policy coherence mechanisms, individual activity to fill in Readiness Assessment Building Block 7, group work on road construction</p>
Learning Outcomes	<ul style="list-style-type: none"> • To appreciate the role of vertical coordination and collaboration for policy coherence within countries and with the international level • To understand the relationship between SDGs and decentralization • To be aware of governance arrangements of coordination of SDGs across national levels of government in practice • To be familiar with international experiences of vertical policy coherence
Key Readings	<ul style="list-style-type: none"> • Charbit, C. & Romano, O. (2017). Governing together: An international review of contracts across levels of government for regional development", OECD Regional Development Working Papers, No. 2017/04, OECD Publishing, Paris, https://doi.org/10.1787/ff7c8ac4-en.



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https://sustainabledevelopment.un.org/content/documents/23402RSA_Voluntary_National_Review_Report__The_Final_24_July_2019.pdf
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https://sustainabledevelopment.un.org/content/documents/21388Colombia_PPT%20NVR%2020%20JULIO.pdf
- OECD (2018). Policy Coherence for Sustainable Development 2018: Towards Sustainable and Resilient Societies, OECD Publishing, Paris .<http://dx.doi.org/10.1787/9789264301061-en>
- OECD (2019a). Policy Coherence for Sustainable Development 2019: Empowering People and Ensuring Inclusiveness and Equality. Paris: OECD Publishing. <https://doi.org/10.1787/a90f851f-en>
- OECD (2019b). Making Decentralization Work: A Handbook for Policy-Makers. OECD Multi-level Governance Studies. Paris: OECD Publishing. <https://doi.org/10.1787/g2g9faa7-en>
- OECD (2020a). A Territorial Approach to the Sustainable Development Goals: Synthesis report. OECD Urban Policy Reviews. Paris: OECD Publishing. <https://doi.org/10.1787/e86fa715-en>
- OECD (2020b). A checklist for implementing a territorial approach to the SDGs. In A Territorial Approach to the Sustainable Development Goals: Synthesis report. Paris: OECD Publishing.
- Royal Government of Cambodia (2019). Cambodia’s Voluntary National Review 2019 on the implementation of the 2030 Agenda on Sustainable Development. https://sustainabledevelopment.un.org/content/documents/23603Cambodia_VNR_PublishingHLPF.pdf
- UCLG (United Cities and Local Governments) ((2019). Towards the localization of the SDGs, Local and regional governments’ report to the 2019 HLPF, Barcelona. https://www.uclg.org/sites/default/files/towards_the_localization_of_the_sdgs_0.pdf
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- UN DESA (2020). Handbook for the Preparation of VNR. The 2020 Edition. https://sustainabledevelopment.un.org/content/documents/25245Handbook_2020_EN.pdf
- UN DESA (2018). Working Together: Integration, institutions and the Sustainable Development Goals, World Public Sector Report 2018, Division for Public Administration and Development Management, Department
- UN DESA (March2021), Mexico, Institutional Arrangements and Governance Capacities for Policy Coherence FACT SHEET
- UN DESA (2021), Toolkit on Effective National to Local Public Governance for SDG Implementation, <https://unpan.un.org/node/582>



Schedule	<ul style="list-style-type: none"> • Round table: 09:30-09:40 • Presentation: 09:40-10:05 • Individual Activity: 10:05-10:25 • Break: 10:25-10:35 • Presentation: 10:35-10:50 • Individual Activity/Readiness Assessment Building Block 7: 10:50-11:05 • Round table on findings: 11:05-11:20 • Presentation: 11:20-11:45 • Group work: 11:45-12:30 • Wrap-up: 12:30-12:45
12:30-13:30	Lunch Break
13:30-16:30	Action Plan for Policy Coherence
Content	Action Plan for Policy Coherence
Learning Outcomes	<ul style="list-style-type: none"> • This Module will be an opportunity to put everything learned during the past days in action. Participants will work on developing an action plan for policy coherence in small groups and will present to the plenary.
Schedule	<ul style="list-style-type: none"> • Group work: 13:30-15:00 • Presentation: 15:00-16:30
16:30-17:00	Course Evaluation by Participants & Closing Session



Annex III: Advance Questionnaire and Post-Evaluation



Advance Questionnaire for Participants

Training on Institutional Arrangements and Governance Capacities for Policy Coherence

1. Personal data

Name of the participant:

Name of the affiliated government institution or agency:

Status or function within the affiliated government institution or agency: _____

Languages: _____

2. Training objectives

1) What do you expect to learn from the training?



2) Are your training needs related to your professional responsibilities? If yes, which specific responsibilities?

3) Have you ever attended trainings on a similar subject? If yes, which ones?

4) Do you know any training programmes on institutional arrangements and governance capacities for policy coherence in your country? Which?

3. Personal experiences

1) Are you involved in any past, ongoing or planned projects of institutional change and increasing capacities for policy coherence and the implementation of the SDGs? If yes, which projects? What is your role in the project(s)?

2) Do you have any personal ideas/intention about developing such projects in your country? Which specific areas and which institutions you intend to target?



3) How much do you know about the concept of policy coherence for the implementation of the SDGs and the 2030 Agenda?

4) Do you have any experiences in working with political and administrative leaders or public servants more generally to strengthen co-ordination and collaboration across agencies, ministries, or departments? If yes, please briefly describe such experiences.

5) Are you involved in any of your government's programmes on advancing the implementation of the 2030 Agenda and the SDGs? If yes, please describe your roles and responsibilities.

6) Could you share any experiences about improving policy coherence for the implementation of the SDGs through stakeholder participation?



7) What do you expect from the other participants in this workshop? Are you interested to engage with institutional governance experts or those who are engaged in changing mindsets and transformational leadership?

4. Country background

1) Has your country prepared a Voluntary National Review and presented to the High-Level Political Forum? Have you participated in the preparations and/or the discussions in New York?

2) Since when is your country engaged institutionally in integrating the SDGs in its planning, budgeting, and implementation agenda?

3) Do you know how national, regional, local, international, or non-governmental organizations are involved in SDG implementation? Are you aware of progress in localization of SDGs? Please describe briefly.

4) In your opinion, which specific areas of SDG implementation would be needed most urgently in your country?



1) Government background

1) Does your government have programmes/projects on institutional change and capacity building for policy coherence? If yes, please briefly describe such programmes/project and the action plans established so far.

2) Does your government have any special departments or cross-sectoral tasks forces, coordination bodies for the implementation of the SDGs? Do you belong to or are you engaged with such agencies/task forces?

3) Has your government designed or implemented participative processes for designing and managing SDG implementation? If yes, please briefly describe.

4) Does your government provide any training on co-operation and collaboration for horizontal and vertical governance? Has the government a skills and competency framework for public servants?



5) Has the government a data governance strategy to facilitate evidence-informed support of its national development strategy?



Evaluation Questionnaire

“Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs”

As a follow-up assessment on the training on policy coherence organized in... on...(date), UN DESA would like to ask for your feedback on the training overall and how it impacts your personal learning objectives. Your suggestions and comments will help better develop the training for future iterations. It would be greatly appreciated if you could kindly send your feedback and comments to.....by..... (date)

Part 1: Quick online evaluation

In a plenary setting with the slido app on mobile phones, at the last session of the course.

1. Which day was the most useful?

Day 1 Institutional Readiness and Capacities for Policy Coherence to achieve the SDGs

Day 2 Organizational Structures for Inter-Ministerial Collaboration, Use of Technologies for Whole of Government Approach and Aligning Budgets to Policy Priorities

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

Day 4 Monitoring, Reporting and Evaluation for Policy Coherence

Day 5 Multi-Level Governance and Action (or Change Project) for Policy Coherence

2. Which day was the least useful and needs redesigning?

Day 1 Institutional Readiness and Capacities for Policy Coherence to achieve the SDGs

Day 2 Organizational Structures for Inter-Ministerial Collaboration, Use of Technologies for Whole of Government Approach and Aligning Budgets to Policy Priorities

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

Day 4 Monitoring, Reporting and Evaluation for Policy Coherence

Day 5 Multi-Level Governance and Action (or Change Project) for Policy Coherence

3. Any additional topics that should be covered in the course?



Part 2

Q1: General Course Feedback

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Relevance of the toolkit's topic					
Structure of the toolkit					
Training method and interaction					
Overall satisfaction with the course leader					
Overall satisfaction with the training					

Module 1: Institutional Capacities for Policy Coherence

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of the significance of institutions for policy coherence					

Module 2: Assessing Institutional Readiness for Policy Coherence

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of how to measure and achieve institutional readiness for policy coherence					



Module 3: Planning for SDG Implementation: Organizational Structures for Inter-Ministerial Collaboration

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of the significance of NDPs for policy coherence					

Module 4: Aligned Budgeting and Digital Technology for Coherent Implementation of the SDGs

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of why and how budgeting contributes to policy coherence					

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

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					



	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of why and how to adopt staff and IT systems for policy coherence					

Module 6: Stakeholder Participation in the SDG Policy Cycle

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of why and how stakeholder engagement helps achieve policy coherence					

Module 7: Policy coherence on Track? Monitoring and Evaluation

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of coherent monitoring and evaluation systems					

Module 8: Data for evidence-informed policy making



	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of coherent monitoring and evaluation systems					

Module 9: Policy Coherence and Multi-Level Governance: From Local to National to International Cooperation – with emphasis on national to local

	Evaluate				
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Importance & relevance of the module					
Clarity of the objectives of the module					
Quality of presentations					
Quality of discussion / interaction					
Relevance for professional development					
Expertise of course leader					
Responsiveness of course leader					
Contributed to understanding of how to adjust multi-level governance for policy coherence					

Q2 A) To what extent do you think your participation in the Course has facilitated, or will facilitate, institutional, administrative, and individual changes for greater policy coherence in your country/ministry /organization?

Very Much	Much	Moderate	Little	None
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



B) Please specify the actual impact, if any.

Q3. A) Overall rating of the Course: To what extent do you think the Course fulfilled its objectives?

Very Much	Much	Moderate	Little	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B) Please specify your main recommendations to further improve the course.

Q4. A) To what extent do you think your participation in the Course has contributed to strengthening capacities of public institutions/your organization to enhance engagement of the whole-of-in government in policy designing, decision-making and implementation of the SDGs?

Very Much	Much	Moderate	Little	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B) Please specify the actual impact, if any.

Q5. What specific areas/themes in the sphere of Institutional Arrangements and Governance Capacities for Policy Coherence would you suggest for future capacity development programs by UN DESA/DPIDG/UNPOG?

Q6. Please suggest any thematic issues that should be covered (more in-depth) in the course.



Q7. What would you suggest to better support knowledge-sharing and exchange of good practices to advance institutional arrangements and Governance Capacities for Policy Coherence? Do you think the online discussion board created on UNPOG website is helpful for this purpose?

Q8. Please provide your specific ideas on how UN DESA/DPIDG/UNPOG could improve its capacity development programs for the implementation of the SDGs? (i.e. themes/topics, programs, duration, etc.)?

Contact details (optional)

- **Name:** _____
- **Job title:** _____
- **Email:** _____
- **Department/Organization:** _____
- **Country:** _____

THANK YOU FOR YOUR FEEDBACK



Annex IV: Action Plan Template



Training Toolkit on Strengthening Institutional Arrangements and Governance Capacity for Policy Coherence in Implementing the SDGs Action Plan for Policy Coherence

Handout

Scenario

In the context of (the country of origin of the participants) SDG strategy, the next stage will be preparing the implementation of the priority goals.

Day 5 is dedicated to draw on the learnings and insights of the toolkit with a view to sharpen the drive for policy coherence of the strategic decisions and operational steps of the government. Where appropriate, the Action Plan could feed in directly into the government's own planning process.

Agenda

Stage 1

Three working groups are formed among the participants, responsible for 3 modules each. They are charged to

- determine which modules are relevant for the situation in the country
- decide which of the key factors are relevant from the selected modules
- how they could be operationalized
- who would be in charge

Stage 2

The results will be reported back from the groups to the plenary.

Step 3:

A priority list of actions and actors will be discussed and voted in the end to form the ACTION PLAN.

If time allows a communication plan could be drawn up to whom and how to present the AP to achieve maximum impact.

The facilitator or course lead will be the resource person providing factual advice to the three groups where demanded.



Module 1: What are the key insights of the Module 1 to retain for the Action Plan of the country?

Module 2: What are the key insights of the Module 2 to retain for the Action Plan of the country?

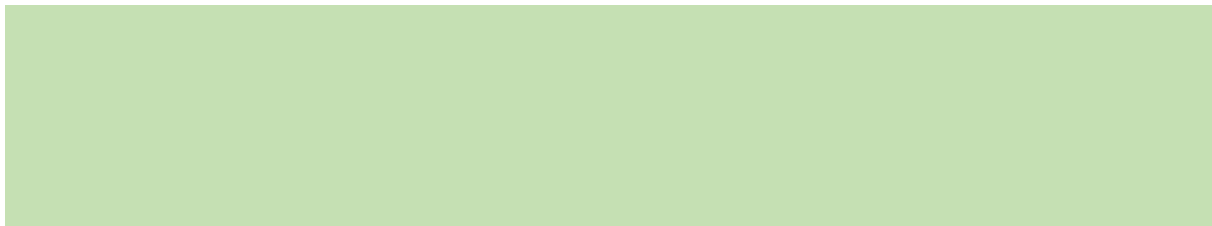
Module 3: What are the key insights of the Module 3 to retain for the Action Plan of the country?

Module 4: What are the key insights of the Module 4 to retain for the Action Plan of the country?

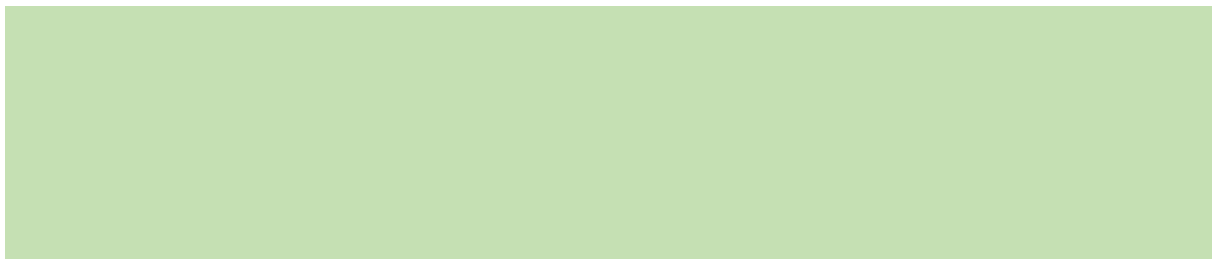
Module 5: What are the key insights of the Module 5 to retain for the Action Plan of the country?



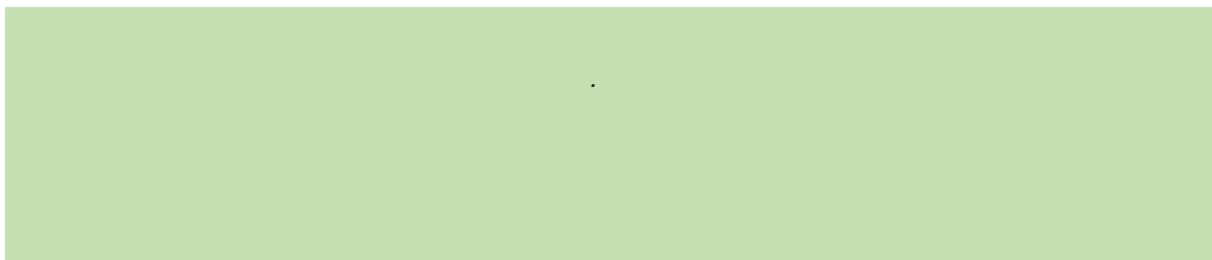
Module 6: What are the key insights of the Module 6 to retain for the Action Plan of the country?



Module 7: What are the key insights of the Module 7 to retain for the Action Plan of the country?

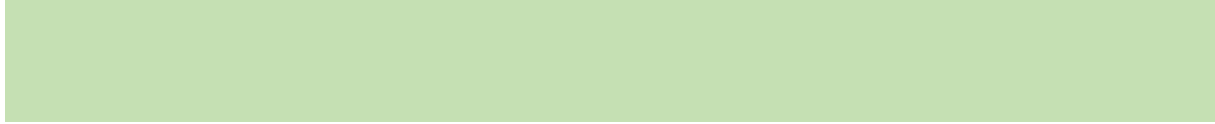


Module 8: What are the key insights of the Module 8 to retain for the Action Plan of the country?



Module 9: What are the key insights of the Module 9 to retain for the Action Plan of the country?







Action Plan for Policy Coherence under conditions of COVID-19

The COVID-19 pandemic highlights the need to change working habits, procedures, and the way we think about how things are done all around the globe. The pandemic emphasizes to an unprecedented extent the complex interlinkages of policy areas as well as of levels of governance because it requires responses in all areas of social life and in cities, regions, nation states and at the international level. As it affects all areas of life, responding to the pandemic also requires that governments, civil society, and the private sector collaborate. While the pandemic challenges public health systems, it also forces us to think about new ways of working of organizing economic, social, and political life. Economies are stalling across the globe, and policy plans need to be adopted and budgets changed. In short: The COVID-19 pandemic is a call for policy coherence!

Across the world, the public sector is key in managing the crisis. It is public agencies that provide advice and data to political leaders on measures to cope with COVID-19, it is public agencies that implement the measures across a wide range of policy areas – be it public health, economy, education, public transport or related.

On a more positive note, the pandemic forces all parts of society to think differently from one day to the other and implement changes that many would have considered impossible until the pandemic had hit. In turn, it shows change is possible!

That's why the 'Action for Policy Coherence' aims to link the needs for action with the COVID-19 pandemic.

- (1) Review your list of retained lessons from modules 1-9.
- (2) Reflect on the lessons through the lenses of the implications of COVID-19 for your country.
- (3) Against this review and reflection, select building blocks for action to move towards policy coherence.
- (4) Do think about
 - a. (a) country level actions,
 - b. (b) organization level actions,
 - c. (c) what you can do individually in your own working environment to move towards coherence
- (5) Prioritize these actions
- (6) Explain the rationale of why and you prioritized
- (7) Develop a step-by step plan for implementation!



Do not only think about formal steps for action (for example: regulation, organizational structures, tools), but also about how to address informal components of policy coherence!

Keep in mind the political nature of policy coherence!



Project Title:

1. Context & Objectives & Problem/Situation Analysis

Please explain the general context for developing this Action Plan and the overall objectives set by this Project. Please provide a brief problem analysis.

2. Building Blocks for Change

Please provide which building blocks and action for change you consider relevant for your country, organization & at the individual level

3. Prioritizing Actions for Change

Please list how you prioritize the actions for change for your country, organization & at the individual level



4. Specific Actions/Activities

Please specify concrete actions/activities in order of priority

- A)
- B)
- C)
- D)
- E)

5. Partnership with other Member States (If applicable)

Please kindly indicate whether you are interested in partnering with other countries to implement the Project.

6. Expected support from UN DESA (If applicable)

Please indicate whether you would expect any capacity development support from UN DESA to implement the Project.

7. Duration & Time Plan

Please indicate the duration of implementing the Project.

Please indicate specific time plan (Monthly, Quarterly, etc.) for implementing each action

8. Resources (e.g. financial, technical and human resources)

Please indicate the current resources available for implementing the Project and the expected resource gap.



9. Challenges & Solutions

Please elaborate on challenges envisioned in implementing the Project and solutions to be planned to address such challenges.



Action Plan Summary for the Project

Goal:						
Action Steps	Timeline (Duration)	Implementing Agencies	Outputs	Impact	Resources	Monitoring/ Evaluation
1)						
2)						
3)						
4)						
5)						