United Nations | Department of Economic and Social Affairs

CURRICULUM ON GOVERNANCE FOR THE SUSTAINABLE DEVELOPMENT GOALS - FACILITATOR GUIDE

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

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Introduction

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's (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). UNPOG, as an integral part of DPIDG, is mandated to strengthen the public governance capacities of developing Member States in Asia and the Pacific and beyond to achieve the 2030 Agenda for Sustainable Development. Under the general guidance of DPIDG, UNPOG has developed three training toolkits as part of the Curriculum on Governance, which include *Effective National to Local Public Governance for SDG Implementation, Government Innovation for Social Inclusion of Vulnerable Groups, and Risk-informed Governance and Innovative Technologies for DRR and Resilience*.

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.

Curriculum on Governance for the SDGs

Four years after the adoption of the 2030 Agenda for sustainable development, it is clear that 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".

A 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 toolkits 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 toolkits, a multi-disciplinary approach is being adopted since this is critical to addressing sustainability issues.
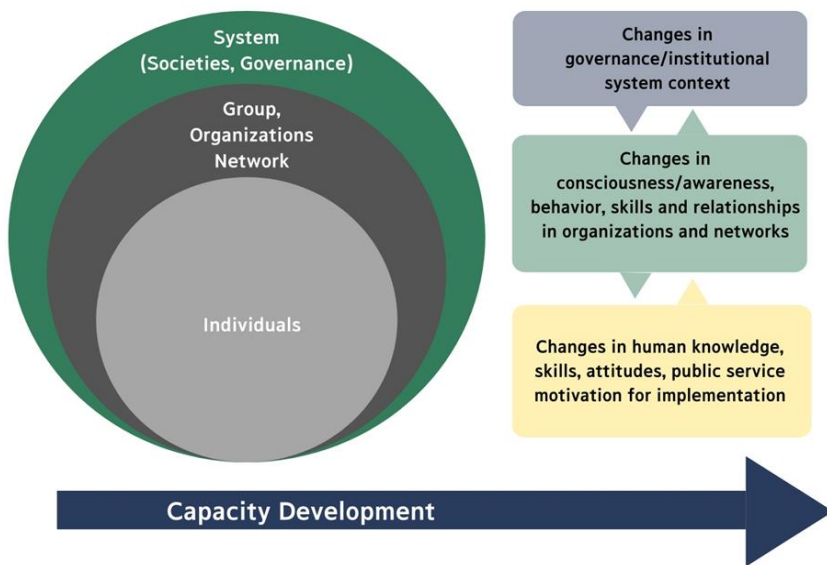
For more information on the Curriculum, please see the Curriculum Guide.

Purpose of the Facilitator Guide

The purpose of this Guide is to provide advice and tips on how to facilitate the training course on "**Effective National to Local Public Governance for SDG Implementation"** by using the toolkit material.

Purpose of the Training Course

The training course is intended to provide methodologies and approaches that can support countries in building capacities at the **individual, organizational and institutional/societal 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 toolkits 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 (National governments to improve their capacities and provide enabling environments for the implementation for the SDG at all levels; Cities and Local governments to better coordinate with the national level and advice the SDG localization; Schools of public administration and universities to update their curricula with cutting-edge knowledge and provide concrete supports to government and civil servant in delivering on their development mandate). 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.

Training Scenario for Toolkit Delivery

The following is a checklist to implement face-to-face and virtual 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 in order 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.

General Facilitation Guidelines[1]

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 have to 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.
- Translating and applying content to concrete cases to facilitate learning and help participants to "visualize" content into reality

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 divers, 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;

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

- 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
- Set realistic expectations together

Build participants' interest in each other as group members and learning resources
- Ask participants to briefly discuss their experience and the resources they can 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 the majority of 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 "air time" 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
- ✓ Support appropriate personal sharing or brief digressions
- ✓ Take opportunities to relax together
- ✓ Be sensitive and flexible enough to adjust planned activities as the need arises

Facilitation Guidelines for the Training Course on "Effective National to Local Public Governance for SDG Implementation"

This training course provides a comprehensive overview of strengthening public institutions at all levels to facilitate more coherent implementation of SDGs, while supporting greater integrated public governance, including through planning, policymaking and finance practices, between national and local authorities.

The course consists of 14 modules, interlinking knowledge sharing, peer-to-peer learning and ethical reflection. The course consists of combination of the in-class lectures, seminars and course assignments. The feedback on the assignments will be given in-class, following groups' reporting. Full attendance and participation in the assignments is required to fulfill requirements of the course. Four themes (See Table 1. Tentative Schedule of the Training in the course syllabus) represent the core topics addressed by respective Modules. Each module is broken into sub-topics covering topics requested by UN member states. The first module includes a module which is introductory and concepts-driven that could also be taken prior to on-site training via distance learning. Module 1 introduces the course.

Strengthening Institutional Effectiveness for SDGs: Module 2 aims at enhancing the participants' understanding of effective institutions and their arrangements. It will examine whole-of-government and whole-of-society approaches and the need for localization of the SDGs.

Localizing the SDGs: Module 3 will focus on regional and global trends of localization. Vertical integration for policy coherence and consultation process for policy formulation will be looked at. It will also examine the coordination between the national and local governments as well as required planning and resource mobilization. Furthermore, one module will inform the national and local governments on reducing health risks and consequences of emergencies and disasters from the perspective of governance.

Monitoring, Evaluation, and Reporting: Module 4 will examine monitoring and evaluation for the successful implementation of the SDG and types of reporting available for tracking progress.

Action plan for Accelerating Change: Module 5 will focus on the participants' own action plan for applying the principles and tools learned during the workshop to present a concrete follow up action. The participants will have a chance to present their "Change Project".

After participating in this training, participants will be able to:

- Apply the principles for effective governance and institutional barriers and solutions to advance effective national to local institutions for sustainable development;
- Mobilize whole-of-government approach for strengthening horizontal and vertical coordination and aligning national to local planning to accelerate progress on the SDGs;
- Strengthen whole-of-society approach for national to local planning to ensure effective stakeholder engagement in public governance and leave no one behind;
- Explore innovating financing to advance local SDG implementation
- Develop governance strategy and roadmap to accelerate SDG implementation, monitoring, evaluation and reporting at the local level while communicating progress.

Day 1: Course Introduction and Strengthening Institutional Effectiveness for SDGs

Time	Sub-Area	Activity	Notes/ Learning outcome	Resources
09:00 - 10:00 (30 mins)		Module 1: Welcomes, introduction, icebreaker	Facilitators introduce themselves and any guest speakers and provide programme overview and the purpose and objectives for the week. Icebreaker: Part of the introduction is that participants share some key issues from their self-assessment. What has brought you here? What is a main challenge you or your organization is facing in localizing the sustainable development goals? What would you like to learn from this workshop? *(Note: The course material contains detail document on this activity)*	Slides Day 1 Flip charts, Post-its, markers and sharpies
10:00 - 10:25 (25 mins)	**Governance and effective institutions**	Presentation: Module 2.1 Effective Accountable and Inclusive Institutions	This module introduces, defines, and explains effective institutions. It will facilitate the understanding of the requirement of effective institutions for the achievement of the 2030 Agenda. Participants will be introduced an approach to supporting and strengthening institutions as well as the 'Principles of Effective Governance for Sustainable Development' developed by the Committee of Experts on Public Administration (CEPA). Key messages: Governments have the primary responsibility for implementing the SDGs and ensuring follow-up and review over the coming 9 years, at the national, regional, local, and global levels. One of the first steps governments take to implement the Agenda is often to shape the institutional arrangements for steering the implementation of the SDGs and reviewing progress. Learning outcomes: Learn the concept of effective institutions; Identify the need of effective Institutions for SDGs implementation; Understanding why effective institutions is vital for SDG implementation; Identify approaches to effective institution building; Understanding institutional roles and responsibilities	Slides Day 1 and slide by slide description
10:25 - 10:50 (25 mins)	**Governance and effective institutions**	Activity: Reviewing 'Principles of Effective Governance for Sustainable Development'	Institutions play a critical role in the achievement of all the Sustainable Development Goals (SDGs) and targets. But public sector reforms needed to implement the SDGs continue to be a major and vexing challenge in many countries. In order to address this challenge concretely, the Committee of Experts on Public Administration (CEPA) has developed a set of principles of effective governance for sustainable development. The essential purpose of these voluntary principles is to provide practical, expert guidance to	Flip charts, Post-its, markers and sharpies

			interested countries in a broad range of governance challenges associated with implementation of the 2030 Agenda.	
			Key messages: The principles take into account different governance structures, national realities, capacities and levels of development, and respect national policies and priorities. They apply to all public institutions, including the administration of executive and legislative organs, the security and justice sectors, independent constitutional bodies and State corporations.	
			(Note: The course material contains detail document on this activity)	
10:50 - 11:00		Break		
11:00 - 11:30 (30 mins)	**Multilevel governance**	Presentation: Module 2.2 Institutional Arrangement	The Module presents institutional arrangements at the national and local level focusing on the horizontal and vertical coordination among the different level of governments. It also provides examples of such practices from different corners of the world including institutional mechanisms facilitating multi-stakeholder engagement, models of engagement with CSO and, local stakeholders. Key messages: Lack of institutional effectiveness among/within national and local governments may challenge SDG implementation. Learning outcomes: Understanding the importance of institutional arrangements for SDGs implementation; Understanding how institutional arrangements can be strengthened; Learn about different types of institutional arrangements; Increase knowledge of horizontal and vertical coordination; Increased understanding of cross-sectoral coordination	Slides Day 1 and slide by slide description
11:30 - 12:00 (30 mins)	**Multilevel governance, effective institutions and Agenda 2030**	Activity: Actions to improve institutional arrangements for SDG implementation	An increasing number of initiatives are being promoted by national and subnational governments to foster vertical integration across levels of government to implement the SDGs. However, there are still few examples of full and effective vertical integration across national, subnational and local levels for SDG implementation. The World Public Sector Report 2018 shows that while national governments are recognizing the role of local governments, this does not necessarily lead to the creation of multi-level spaces for dialogue and joint action. Key messages: The realization of the SDGs requires the coordination of actions of different levels of government. Action at the local level is critical to realize most of the targets.	Flip charts, Post-its, markers and sharpies

(Note: The course material contains detail document on this activity)

12:00 - 13:30		LUNCH		
13:30 - 13:55 (25 mins) **Development approaches** Multilevel and inclusive governance		Presentation: Module 2.3 Whole-of-government Approach	This module introduces a whole-of-government approach to facilitate synergies, manage trade-offs, and avoid or minimize negative spill-overs, in line with the "indivisible economic, social and environmental pillars" of the 2030 Agenda. It also describes the main characteristics of the whole-of-government approach, characteristics of the coordinating structures, and provides examples of country experiences in integrating the whole-of-government approach. Key messages: A whole-of-government approach and narrative can help engender responsibility across all parts of the government and create an environment of collaboration for more effective strategies to realize the SDGs at the local level. Learning outcomes: Understand what is whole of government, its need for SDG implementation; importance of whole-of-government approaches needed for SDG implementation; learning ways to establish whole-of-government approaches; identify the main strengths and challenges of different coordinating structures and common features in the organization of these structures; understanding the rationale of whole of government to localizing and achieving the SDGs	Slides Day 1 and slide by slide description
13:55 - 14:20 (25 mins) **Development approaches** Participation and inclusion		Activity: Whole of Government Approach	In groups, participants discuss main characteristics of the coordinating structure such as coordinating structures: construction, leadership, membership, organization and main functions in your country; main challenges in vertical and horizontal coordination and how your country is addressing these challenges; and which unit(s) from the coordinating body lead and conduct the review process and who is involved in it? Learning outcome: Adopting the whole of government approach is an important condition for implementation of the 2030 Agenda (UNDESA, 2018). The indivisible economic, social and environmental pillars of the 2030 Agenda require various parts of government to work together to facilitate synergies, manage trade-offs, and avoid or minimize negative spillovers. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies

14:20 - 14:30		BREAK		
14:30 - 14:55 (25 mins)	**Development approaches** Participation and inclusion	Presentation: Module 2.4 Whole-of-Society Approach	Multi-dimensional nature of SDGs, their complexity, and interconnectedness call for the engagement of key stakeholders in defining meaningful policies, programs, and actions as well as in their implementation. A variety of institutional arrangements for such engagements were reported in countries at the national as well as sub-national levels. The Module presents examples of such practices from different corners of the world including institutional mechanisms facilitating multi-stakeholder engagement, models of engagement with academia, youth, local stakeholders. In addition, it introduces principles and methodologies of stakeholder engagement. Critically, it emphasizes an engagement with those who do not benefit from the gains of development risk being left behind. Key messages: The 'SDGs' will only be achieved if the society as a whole is involved Learning outcomes: Strengthened understanding of the importance of stakeholder engagement in SDG implementation at the local level; appreciation of challenges of stakeholder identification and engagement; ability to define principles for stakeholder classification and strategies for their engagement and their potential application locally to tackle SDG targets and local challenges; understanding of possibilities for integrating stakeholder perspectives into planning processes from the beginning.	Slides Day 1 and slide by slide description
14:55 - 15:20 (25 mins)	**Development approaches** Participation and inclusion	Activity: Stakeholder Engagement – Basic Questions & Challenges Setting Up a Stakeholder Engagement Plan	Divide participants into smaller groups of 4-6 people. Each group should sit around a table with a flipchart paper sheet and marker pens placed on it. Give the participants 20 minutes to answers the questions Learning outcome: Systematic, quality engagement is needed to respond to the fundamental objectives of the 2030 Agenda – that no one should be left behind and that an integrated approach to delivery be followed. In addition to strengthening the basics of engagement, there is need for innovation to deepen the levels of engagement, going beyond consultations to build trust, create a sense of ownership of the Agenda and develop coherent policies, integrating the perspectives of different stakeholders. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
15:20 - 15:30		BREAK		

15:30 - 16:00 (30 mins)	**Localizing the SDGs** Local and regional Governments	Presentation: Module 2.5 Need for Localization of SDGs	This module introduces the need for SDG localization. This module aims to support local and regional governments to implement and monitor the SDGs and to influence national policy-making to create an enabling environment for action at local and regional level. Learning outcomes:	Slides Day 1 and slide by slide description
15:30 - 16:00 (30 mins)		Activity: Reasons Why SDGs are Important for Local & Regional Government and vice versa	Divide the participants into small groups or pairs. Give each group 5 minutes to come up with 1 or 2 reasons why local and regional governments should be involved in the achievement of the Agenda. Ask each group about their answers and use a flipchart to write them down. At the end add and explain the answers that you think are missing and show slide 9 with the 10 reasons. Comment on the differences between the participants' answers and the given list. Bear in mind that the proposed 10 reasons are not the only correct answers. All the reasons given by participants are valid and worth discussing and can be added to the list. Learning outcomes: SDGs can provide a framework for local development policies. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
16:30 - 17:00		Wrap up/ reflection	Discuss takeaways, questions, thoughts, and concerns	

Day 2: Localizing the SDGs

Time	Sub-Area	Activity	Notes/ Learning outcomes	Resources
9:00 - 9:10 (10 mins)		EQ Check in	Remind participants of the day's agenda and objectives	
9:10 - 09:30 (20 mins)	**Local and Regional Governments** Multilevel Coordination	Presentation: Module 3.1 Regional and Global Trends of Localization	Describe the regional and global trend in localization and the involvement of local and regional governments in SDG localization as LRGs are driving the localization of the SDGs Key messages: LRGs find themselves at different stages of the SDG implementation process. Although with important differences, committed LRGs in the majority of the regions are mostly in the preparatory phase of the process: moving from commitments to alignment with the SDGs of their urban development plans, policies or territorial strategies, raising awareness between local stakeholders and involving local partners, and defining coordination or follow-up mechanisms. Learning outcomes: Understanding the global trends of SDG localization trends; Learn the different approaches to coordinate and align between national and subnational-level for SDG localization; Understanding how LRGs can be involved in SDG localization; Finding the gap of SDG localization process between the World region	Slides Day 2 and slide by slide description
09:30 - 10:15 (45 mins)	**Local and Regional Governments** Multilevel Coordination	Activity: Local and Regional Governments Involvement in national coordination mechanisms and strategies	Divide participants into smaller groups of 4-6 people. Each group should sit around a table with a flipchart paper sheet and marker pens placed on it. Before showing the following slide, ask the following questions. Give the participants 20 minutes to answers the questions and 25 minutes for discussion Learning outcomes: Actions of local and regional governments to localize the SDGs *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
10:15 - 10:30		Break		
10:30 - 11:00 (30 mins)	**Local and Regional Governments** Policy coherence	Presentation: Module 3.2 Vertical Integration for Policy Coherence	Policy Coherence for Sustainable Development, as a means of implementation that cuts across all the SDGs, is challenging to conceptualize, analyze, and communicate to decision-makers and the public. This module introduces the policy coherence framework developed by OECD to better align policy from national to local government. Key messages: To pursue the multidimensional and integrated approach	Slides Day 2 and slide by slide description

			that the 2030 Agenda calls for, countries need to take territory and scale into account and ensure policy integration along the vertical dimension - that is, across multiple levels of authority and power structures. Vertical policy integration is a critical complement to horizontal policy coherence and integration and opens opportunities to strengthen stakeholder engagement in SDG implementation. Learning outcome: Understand the concept and relevance of policy coherence; Reflect on the building blocks of an institutional system for policy coherence; Learn vertical integration across levels of government at the planning stage; Learn the tools for vertical integration in SDG implementation	
11:00 - 12:00 (60 minutes)	**Local and Regional Governments** Policy coherence	Activity: Readiness Assessment on Institutional Arrangements for Policy Coherence to Implement the 2030 Agenda for Sustainable Development	The Readiness Assessment on Institutional Arrangements for Policy Coherence contains a self-assessment questionnaire that will help a given government agency evaluate the current state of play in terms of its institutional readiness in support of policy coherence. It is an interactive tool that contains factual questions to facilitate a participatory dialogue process among national ministries/agencies (and sub-national levels of government). The tool is meant to diagnose the extent to which the current public sector values, priorities and strategies, rules and regulations, processes and structures, competencies and the mindset in government enable the implementation of integrated policies at central and local levels. There are a multitude of possible mechanisms that can measure progress in the area of policy and advance it. The assessment is composed of 8 building blocks which together give an indication of whether and to what extent a government agency has in place mechanisms to enhance policy coherence for sustainable development. Key messages: Promoting a more coherent approach to policy making across different sectors *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
12:00 - 13:30		LUNCH		
13:30 - 14:00 (30 mins)	**Participation and inclusion** Policymaking and coherence	Presentation: Module 3.3 Consultation Process for Policy Formulation	Participation, consultation, and engagement are the critical elements for effective implementation of the 2030 agenda. Citizens are indifferent to SDGs. They should be informed that the SDGs are relevant to their basic needs such as poverty and unemployment. In order to increase citizens' interest and support for SDGs, it is necessary to increase citizen engagement in the SDGs implementation and strengthen communication on the progress of SDGs implementation. In generic terms, citizens, governments, private sector, government institutions, etc. all tend	Slides Day 2 and slide by slide description

			to be indifferent to SDGs if they do not see a direct linkage between a specific SDG and a specific immediate benefit or service resulting from it. This is precisely one of the departure points to highlight the role of local authorities as they tend to be directly responsible for facilitating services which benefit citizens most directly, i.e. maternal health care and primary health care, water facilities, public transport, housing, job generation, energy, etc. This module focuses on the consultation process involving LRGs and the public for policy formulation as well as the budgeting process. Key messages: Working with regional and local authorities to align priorities, is critical to ensure coordinated actions and enhance coherence across levels of governments for sustainable development Learning objectives: Understand the concept, guidance, and process of consultation; Learn to engage a multi-level dialogue with lower, upper levels of government and other stakeholders to localize the SDGs; Learn to ensure the inclusiveness and accountability of the consultations; Utilize different tools for consultation; Understanding how to tailor-make stakeholder engagement processes for vulnerable groups	
14:00 - 14:50 (50 mins)		Activity: Local and Regional Involvement	Divide participants into smaller groups of 4-6 people. Each group should sit around a table with a flipchart paper sheet and marker pens placed on it. Before showing the following slide, ask the following questions. Give the participants 20 minutes to answers the following questions. Key messages: Promote policy coherence for sustainable development at various levels of government and work with key stakeholders to develop tools that support local and regional governments in applying policy coherence for sustainable development in their legal frameworks, plans and actions for localizing the SDGs; Promote synergies among national, regional and local policies to better align with and contribute to relevant economic, social and environmental goals, including international commitments and international development co-operation objectives, within the scope of their responsibilities and in a balanced manner. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
14:50 - 15:00		BREAK		
15:00- 16:00 (60 mins)	**Decentralization** Local and regional governments	Presentation: Module 3.4 Localization from National to Sub-National	Sustainable development depends on the effective decentralization of responsibilities, policy management, decision-making authority and sufficient resources, including revenue collection authority, to local authorities, closest to, and most representative of, their constituencies.	Slides Day 2 and slide by slide description

			Local governments are often confronted with difficulties and struggling to take action on societal problems and sustainable development due to a number of constraints such as limited political and fiscal authority and development resources. Local governments embarking on SDG implementation should be proactive in strengthening their discretionary powers, as well as their performance and accountability. Local authorities could be given mandates and responsibilities which are commensurate with their capacity to deliver and their ability to obtain fiscal resources independently. This module focused on the decentralization and local governance approach to localize the SDGs. Key messages: Localization of the SDGs is essential to enhance the implementation of the 2030 Agenda through a bottom-up process, where ownership at the subnational and community level is needed, as well as transparent and open governments and mutual accountability, and that the SDGs can offer an integrated framework for local and territorial development. Learning outcome: Understanding the different approach of localization; Learn different forms of integrated local governance; Explore mechanisms to strengthen & encourage local government; Learn how to assess decentralization and local governance using different tools	
16:00 - 16:30 (30 mins)		Activity: Identification of the potential challenges and opportunities from decentralization for localizing the SDGs	The case study examines public governance reforms under a decentralization process. When decentralization occurs, new functions and responsibilities, as well as budgets may be delegated to local governments. Decentralization can involve the devolution of administrative, political and fiscal responsibilities to local government. Each country has different levels of decentralization and some have noted its positive impacts on the SDGs. - Please divide into groups of no more than four participants from differing countries. - Please read the case study from Nepal on how public governance affects the localization of the SDGs. - Your group should appoint 1 rapporteur who will present a 3-minute summary of your group's recommendations in line with the questions below. - Please review and reflect on how decentralization has occurred in your country context. Please share your country's decentralization context, including the number of provinces or local governments in your country if you know these facts. You may also share how well you feel national and local governments share on common strategies, fiscal responsibilities.	Flip charts, Post-its, markers and sharpies

			• During your reflection and sharing please elaborate on the questions provided in separate handouts. Learning outcome: Identify challenges and opportunities of decentralization for the SDGs *(Note: The course material contains detail document on this activity)*	
16:30- 17:00		Wrap up/reflect	Discuss takeaways, questions, thoughts and concerns	

Day 3: Localizing the SDGs

Time	Sub-Area	Activity	Notes/ Learning objective/ Take away/ Link to worksheet	Resources
9:00 - 9:10 (10 mins)		EQ Check-in	Remind participants of the day's agenda and objectives	
9:10 - 9: 30 (20 mins)	**Strategic Planning and Policymaking**	Presentation: Module 3.5 National to Local Planning	Participants will explore the policy cycle in an ideal scenario and share country experiences in the specific phases of the cycle, starting with the policy problem or SDG targets they wish to address. The participants will explore decision-making models and the policy cycle and share country experiences in the specific phases of the cycle, starting with the policy problem or SDG target they wish to address. While working with different stages of policymaking, the module will examine the process of engagements with similar-minded or opposing groups of stakeholders. The learners will be engaged in exercises intended to correct biases and to develop effective policies and government programmes for SDG target responses. These proposals and conceptual reframing exercises will link to potential Change Projects that could be developed on the last day. The ways priorities are established in agenda building, policy formulation and implementation processes will be explored, ensuring that challenges faced by the decision-makers are being addressed. Key messages: Strategies and plans can assure the translation of the political agenda into development objectives and tangible results. They give an overall framework for development (use of resources, services, corresponding financial needs, etc.) and aim to coordinate the work of local and other spheres of governments. The integration of SDGs within sub-national level planning is a crucial step in landing the new agenda in regions and cities. Learning outcome: Shaping strategies, policies and plans for sustainable territorial development; Provide action-oriented recommendations on planning, policies and strategies; Tailoring SDGs to National, Sub-national and Local Contexts; Understanding of the key concepts of development planning processes, including its stages and key elements; Learn about integration of the SDGs into the local policy plan	Slides Day 3 and slide by slide description

9:30 - 09:50 (20 mins)	**Strategic Planning and Policymaking**	Activity 1: Checklist of aligning the public policy cycle to the 2030 Agenda	The goal of this exercise is to test the level of alignment of the planning process to the 2030 Agenda and propose improvements if necessary. The checklist should be applied to the entire Public Policy Circle, both the planning and the implementation stages. It is recommendable that the participants, if possible, work in groups from the same institution to be able to assess one policy that they all know about. Otherwise each group will have to choose one policy to analyze. Key messages: Aligning the public policy cycle to the 2030 Agenda *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
09:50 - 10:10 (20 mins)	**Strategic Planning and Policymaking**	Presentation: Module 3.5 National to Local Planning	Presentation continues	Slides Day 3 and slide by slide description
10:00 – 10:20 (20 mins)	**Strategic Planning and Policymaking**	Activity 2: Exploring the Policy Cycle	Often times, government follows or may wish to follow the standard policy cycle for initiating new policies or regulations. However, upon closer examination with countries we can test, discuss and review to asses if this policy cycle process is followed in full. We can also review where the gaps are in the process, for example, gaps may often be found in the follow-up and review portion where greater monitoring and evaluation data is needed. Gaps may also be found in the policy formulation stage with regards to stakeholder engagements. Divide into groups of 3-4 and discuss the questions in Slide 34. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
10:20 - 10:30		Break		
10:30 - 11:30 (60 mins)	**Crisis management (Health)**	Presentation: Module 3.6 National to Local Governance for Effective Health Emergency Management	Reducing the health risks and consequences of emergencies is vital to local, national, and global health security and to build the resilience of communities, countries, and health systems. Sound risk management is essential to safeguard development and implementation of the Sustainable Development Goals (SDGs), including the pathway to universal health coverage (UHC), the Sendai Framework for Disaster Risk Reduction 2015–2030 (Sendai Framework), International Health Regulations (IHR) (2005), Paris Agreement on Climate Change (Paris Agreement) and other related global, regional and national frameworks.	Slides Day 3 and slide by slide description

			To address current and emerging risks to public health and the need for effective utilization and management of resources, this module has been developed to inform the national and local government on reducing health risks and consequences of emergencies and disasters from the perspective of governance	
			Key messages: The active participation of a wide range of sectors and stakeholders at all levels of society is required for effective health emergency management.	
			Learning outcomes: Strengthening governance capacities in the full process of preparedness, prevention, response and post-recovery to respond to health emergencies; Strengthening emergency preparedness in order to ensure a timely, efficient and effective response to events; Identifying the most probable health emergency related corruption risks, in order to mitigate those risks, prevent corruption, bribery and fraud and enhance integrity of public sector; Understanding the Golden Hour- The Road to Recovery; Learn about data-driven decision-making and digital government tools to manage health emergencies	
11:30 – 12:00 (30 mins)	**Crisis management (Health)**	Activity: Crisis management through Golden Hour	Divide participants into smaller groups of 4-6 people. Each group should sit around a table with a flipchart paper sheet and marker pens placed on it. Give the participants 15 minutes to answers the questions in Slide 29 and 15 mins for presentation. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
12:00 - 13:30		LUNCH		
13:30 - 14:00 (30 mins)	**Means of implementation**	Presentation: Module 3.7 Resource Allocation and Capacity Development	This module examines how local governments can address financial gaps for addressing SDGs by unlocking private finance. It will examine how local governments can capture financing in the context of decentralization and the challenges in this regard. Concepts of participatory budgeting will also be explored as potential drivers for SDG advancement. This module will explore how resources are allocated in central to local budgeting processes, examining country cases from attending participants. Countries will be encouraged to provide practical lessons learned in their contexts – examining how rural municipalities or peri-urban ones are especially challenged in capturing resources. This module also discusses building capacities for effective and responsive local government in terms of human resources and technologies.	Slides Day 3 and slide by slide description

			Key messages: Effective coordination among levels of government is fundamental for policy coherence and to create the necessary financial stream for sustainable projects in cities and territories; build partnerships and strengthen engagement with public and private stakeholders, including local investors, and showcase bankable demonstration and pipeline projects to new and traditional sources of local finance. Learning outcomes: Reshaping both national and local financial systems in line with sustainable development; Learn various financing mechanisms for SDG localization; Putting basic building blocks in place: investing in infrastructure and skills to be digital-ready; Understand different mechanisms for building capacity of local government; Develop civil service skills for public value	
14:00 - 14:45 (45 mins)	**Means of implementation**	Activity 1: Financial Innovations to Address Local Challenges	Encourage all participants to share concrete national and subnational examples, lessons learned and experiences to feed into policy recommendations. Divide the participants into small groups or pairs. Give each group 30 minutes to come up with their answers and use a flipchart to write them down and 15 minutes to present and discuss. Please give each group different sets of questions. Key messages: Local solution, how local governments are making the 2030 Agenda a reality at local level; Dynamic local economies to achieve the 2030 Agenda; Measuring impact at local level *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and sharpies
14:45 – 15:00		Break		
15:00 – 15:30	**Means of implementation**	Presentation: Module 3.7 Resource Allocation and Capacity Development	Presentation continues	Slides Day 3 and slide by slide description
15:30 – 16:30	**Means of implementation**	Activity 2: Reviewing and assessing financial readiness in institutions	This exercise examines financial readiness among institutions to access funding from key international institutions. It uses as a template for discussion the readiness model from one key international institution providing climate financing. This is a current template in use by the financial institution to determine financial readiness, and the exercise will review the readiness template. Participants will then attempt to complete the readiness template.	Handout

Time	Activity	Notes/ Learning objective/ Take away/	Resources
		(Note: The course material contains detail document on this activity)	
16:30 - 16:45		Wrap up/reflect	Discuss takeaways, questions, thoughts and concerns	

Day 4: Monitoring, Evaluation, and Reporting

Time	Activity	Notes/ Learning objective/ Take away/	Resources
9:00 - 9:15 (15 mins)	EQ Check-in	Remind participants of the day's agenda and objectives	
9:15 - 10:30 (75 mins)	Presentation: Module 4.1 Monitoring and Evaluation	The scale and scope of the 2030 Agenda for Sustainable Development, which has 231 indicators, present a challenge for governments to effectively monitor and evaluate progress. There is a need to ensure that efforts are informed by evidence and that necessary data are available to track progress and promote accountability, particularly for communities at risk of being left behind. The SDGs will be monitored and assessed through a system of 231 indicators. Many of these indicators can be localized by gathering data at the territorial level. This module focuses on monitoring and evaluation at the national to the local level. Key messages: Monitoring and evaluating progress within the SDGs poses several challenges for local and subnational governments, as there are many possible differences between cities, including geographical, socioeconomical and governmental, which make it difficult to select globally applicable and meaningful indicators. In addition, because the SDGs will largely be implemented at the local level, specific city-level indicators will be necessary. A "data revolution" – which must be accompanied by a much needed data "presentation revolution" – is critical for achieving the vision of the 2030 Agenda: at all levels of government, well-presented, intuitive and communicable data can strengthen decision-making, progress measurement, and the transparency and accountability of the entire SDG framework. Learning outcome: Provide support to local and national governments and to motivate monitoring and evaluation that embodies the principles of 2030 Agenda: integration, equity, resilience, environmental sustainability, universality, mutual accountability, and leaving no one behind	Slides Day 4 and slide by slide description
10:30 -12:00 (90 mins)	Activity: Local and Regional Governments Involvement in national coordination mechanisms	Divide participants into smaller groups of 4-6 people. Each group should sit around a table with a flipchart paper sheet and marker pens placed on it. Give the participants 45 minutes to answers the questions shown in Slide 37.	Flip charts, Post-its, markers and sharpies

	and strategies	*(Note: The course material contains detail document on this activity)*	
12:00 - 13:30	**LUNCH**		
13:30 - 14:00 (30 mins)	Presentation: Module 4.2 Reporting SDGs	Many countries are making concerted progress and reporting on the SDGs, especially through the Voluntary National Reviews (VNR) presented annually during the High-Level Political Forum on Sustainable Development. Still, countries have also expressed that communicating the SDGs and reporting on progress is a challenge. The module will share cases of Voluntary National Review development and the challenges and solutions countries have faced in this process. Best practices in communicating and reporting progress on the SDGs will be shared for replication. Key messages: Measuring and disclosing their impact on the SDGs will help national and local governments better engage stakeholders, enhance sustainable decision-making processes and strengthen their accountability. Learning outcomes: Enhances the involvement of National, Local and Regional Governments in the preparation of national Voluntary National Reviews (VNRs); provides specific guidance to help National Government prepare their own reports highlighting the involvement of LRGs in the pursuit of the SDGs and the localization of global agendas; provides guidance to support local governments that wish to engage in the reporting exercise; Provide a deeper analysis of the core principles that should underpin the VLR process, while also outlining different approaches and practical steps to undertake it; Provides specific guidance to help LRGs prepare their VLR	Slides Day 4 and slide by slide description
14:00 - 14:30 (30 mins)	Activity 1: Who is in charge of leading the 2030 Agenda and its review in your country?	The units in charge of leading the 2030 Agenda will differ from country to country. In many cases this role will be assumed by the corresponding Ministry of Foreign Affairs (as in countries such as Spain or Cyprus), but other ministries or national agencies may also be charged with this task, such as the corresponding President or Prime Minister (as in Belgium and the Czech Republic), the Ministry of Finance (Denmark), the Ministry of Economy (Azerbaijan), the Ministry of Planning (Benin and Indonesia), the Ministry of Environment (the Maldives), the Ministry of International Cooperation (Jordan) etc. It is, however, important to underline that the higher the rank of the person or unit in charge of leading the 2030 Agenda, the greater the commitment the Government conveys. The role of departments of statistics in the implementation of the SDGs has become increasingly important. One of the key lessons learnt from the MDGs is that there is a need for more and better data in order to monitor and evaluate the implementation of the global agendas. At present, statistical departments play a key role in the process of formulating targets and indicators, identifying related data sources and compiling data	

		in an appropriate way, thus ensuring that monitoring is firmly grounded on established principles and sound statistical practices. To achieve this, it is essential for them to have a close relationship with key stakeholders, and especially LRGs and their associates, and to exchange information with them. As the scope of the 2030 Agenda greatly exceeds the content typically collected by departments of statistics, mechanisms should also be put in place, wherever applicable, for the systematic collection of data by all of the institutions, apart from departments of statistics, which have relevant databases. Ask this question individually: Who is in charge of leading the 2030 Agenda and its review in your country?	
14:30 - 15:00	Presentation: Module 4.2 Reporting SDGs	Presentation continues	Slides Day 3 and slide by slide description
15:00 - 15:30	Activity 2: Your Roadmap to Reporting	The goal of this exercise is to help trainees understand that the participation of LRGs in the reporting process is essential for the inclusion of the local perspective in the implementation of the 2030 Agenda. During this activity they will have a chance to reflect on their role in the drafting of the VNR. The exercise consists of two parts: creating a mind map (either individually, or in groups if the trainees come from the same territory) and a group debate. When it comes to tools and materials, for this exercise participants may find it useful to have: a flipchart (to draw the main structure of the mind map), some pieces of paper (for the trainees to do work with) and perhaps some stickers and/or post-it notes. Start by putting some questions on a flipchart, so that they are visible to all the attendees. Encourage trainees to think about them and to create their own mind maps with possible answers. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and handout
15:30 - 15:50	Break		
15:50 – 16:10	Presentation: Module 4.2 Reporting SDGs	Presentation continues	Slides Day 3 and slide by slide description
16:10 – 16:30	Activity 3: Involving Stakeholders	During this exercise your trainees will learn about the process of involving stakeholders. The goal of this activity is to make them aware that top-down approaches may lead LRGs to conceive SDGs as an external burden or imposition and this could lead to them	Flip charts, Post-its, markers and handout

| | | losing interest in introducing them at the local level. After completing the exercise your trainees should understand that the process needs to be participatory and to allow stakeholders to give their opinions and even submit their own SDG reports. This input should then be used for the final versions of the VNRs.

During this activity, your trainees will be asked to create a list of possible stakeholders (either individually, or in groups if the trainees come from the same territory). From this list, they will then choose 5 main stakeholders and write down their pros and cons and also the possible ways of engaging them within the process.

When it comes to using tools and materials for the exercise, it may to useful to provide: a flipchart (to draw the structure of the mind map), some pieces of paper for the attendees to do work on, and also some stickers and post-it notes.

Start by putting the structure presented below on a flipchart so that it is visible for all the trainees. Then encourage them to create their own mind maps based on the following question:

Which stakeholders should be involved in the process in your territory: private sector, academia, CSOs, foundations, international organizations (think of some specific stakeholders)?

(Note: The course material contains detail document on this activity) | |
|---|---|---|---|
| 16:30 - 17:00 | Wrap up/reflect | Discuss takeaways, questions, thoughts and concerns | |

Day 5: Action Plan for Accelerating Change

Time	Activity	Notes/ Learning objective/ Take away/	Resources
09:00 - 09:30 (15 mins)	Check-in	Remind participants of the day's agenda and objectives.	
09:30 - 12:00 (150 mins)	Module 5 Activity: Identification and roadblocks and opportunities activity	The aim of this exercise is to identify existing National to Local coordination mechanisms (at the policy and operational levels, as well as vertical coordination) and identify the roadblocks better coordination, opportunities to improve National to Local coordination, and willingness to collaborate with others. This activity should focus on existing National to Local coordination mechanisms for the design and implementation of SDGs. Participants are requested to complete the matrix by answering the questions that is provided in the separate handout. Participants present back main gaps and recommendations. *(Note: The course material contains detail document on this activity)*	Flip charts, Post-its, markers and handout
12:00 - 13:30	LUNCH		
13:30 - 15:30 (60 mins)	Completion and presentation of Change Project	The Change Project is an exercise which aims to apply the knowledge and the concept learned during the training workshop to real life challenges in the participant's own organization and context. It aims to identify, brainstorm, apply concepts and tools from the lessons, and draw realistic action plans to address the challenge in localizing the SDGs. Prior to beginning of the training workshop, the participants are asked to select a project that s/he would like to implement upon a completion of the training. The Change Project can be focused either on the specific development challenge or on creating institutional/organizational changes towards implementation of SDGs. The individual project will be shared by each participant on the first day of the workshop. Throughout the workshop, the Change Project will be gradually developed with reference to each day's learning. *(Note: The course material contains detail document on this activity)*	Handout
15:30 – 15:40	Break		
15:40 - 16:30 (50 mins)	Lessons and impressions (Key Takeaway)	Ask the participants the to complete the key take away form *(Note: The course material contains detail document on this activity)*	Handout
16:30 - 17:00	Wrap up	Course Evaluation by Participants & Closing Session	

Evaluation Background

Kirkpatrick's Four-Levels of Training Evaluation Model

The Kirkpatrick Four-Level Training Evaluation Model is designed to objectively measure the effectiveness of training. By analyzing each level, one is able to gain an understanding of how effective a training initiative was, and how to improve it in the future. Any time a training exercise is delivered to a team, there is the need to know how effective it's been. Thus, are people putting their learning into practice? Is it positively impacting their role and the wider organization? Each successive level of the model represents a more precise measure of the effectiveness of a training program[2].

Kirkpatrick's Four-Levels of Training Evaluation Model[3],[4]

EVALUATION TYPE	EVALUATION DESCRIPTION AND CHARACTERISTICS	EXAMPLES OF EVALUATION TOOLS AND METHODS	RELEVANCE AND PRACTICABILITY
LEVEL 1 REACTION	**Reaction evaluation** is **how the delegates felt**, and their **personal reactions to the training or learning experience**, for example: - Did the trainees like and enjoy the training? - Did they consider the training relevant? - Was it a good use of their time? - Did they like the venue, the style, timing, domestics, etc.? - Level of participation. - Ease and comfort of experience. - Level of effort required to make the most of the learning. - Perceived practicability and potential for applying the learning.	- Typically, 'happy sheets'. - Feedback forms based on subjective personal reaction to the training experience. - Verbal reaction which can be noted and analyzed. - Post-training surveys or questionnaires. - Online evaluation or grading by delegates. - Subsequent verbal or written reports given by delegates to managers back at their jobs.	- Can be done immediately the training ends. - Very easy to obtain reaction feedback - Feedback is not expensive to gather or to analyze for groups. - Important to know that people were not upset or disappointed. - Important that people give a positive impression when relating their experience to others who might be deciding whether to experience same.

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[2] https://www.ag.ndsu.edu/evaluation/documents/kirkparicks-four-levels-of-training-evaluation-in-detail
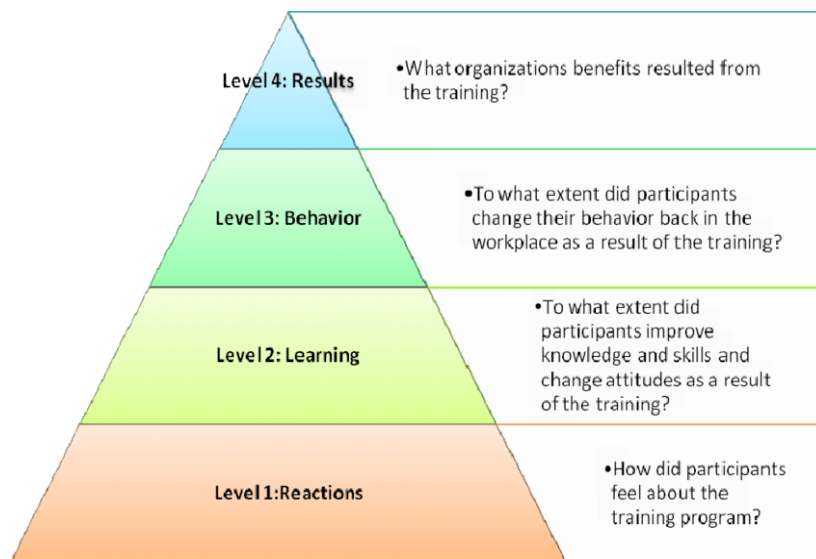[3] http://www.ct.gov/ctdn/lib/ctdn/ttt_14_m5_handouts2.pdf
[4] https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model

LEVEL 2 LEARNING	▪ **Learning evaluation** is the measurement of the **increase in knowledge or intellectual capability** from before to after the learning experience: ▪ Did the trainees learn what was intended to be taught? ▪ Did the trainee experience what was intended for them to experience? ▪ What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?	▪ Typically, assessments or tests before and after the training. ▪ Interview or observation can be used before and after although this is time-consuming and can be inconsistent. ▪ Methods of assessment need to be closely related to the aims of the learning. ▪ Measurement and analysis is possible and easy on a group scale. ▪ Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment. ▪ Hard-copy, electronic, online or interview style assessments are all possible.	▪ Relatively simple to set up, but more investment and thought required than reaction evaluation. ▪ Highly relevant and clear-cut for certain training such as quantifiable or technical skills. ▪ Less easy for more complex learning such as attitudinal development, which is difficult to assess. ▪ Cost escalates if systems are poorly designed, which increases work required to measure and analyze.
LEVEL 3 BEHAVIOR	▪ **Behavior evaluation** is the extent to which the trainees **applied the learning** and **changed their behavior**, and this can be immediately and several months after the training, depending on the situation: ▪ Did the trainees put their learning into effect when back on the job? ▪ Were the relevant skills and knowledge used ▪ Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?	▪ Observation and interview over time are required to assess change, relevance of change, and sustainability of change. ▪ Arbitrary snapshot assessments are not reliable because people change in different ways at different times. ▪ Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool. ▪ Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and	▪ Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation. ▪ Simple quick response systems unlikely to be adequate. ▪ Cooperation and skill of observers, typically line-managers, are important factors, and difficult to control. ▪ Management and analysis of ongoing subtle assessments are difficult, and

	▪ Was the change in behavior and new level of knowledge sustained? ▪ Would the trainee be able to transfer their learning to another person? ▪ Is the trainee aware of their change in behavior, knowledge, skill level?	consistency of measurements. ▪ The opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way. ▪ 360-degree feedback is useful method and need not be used before training, because respondents can make a judgment as to change after training, and this can be analyzed for groups of respondents and trainees. ▪ Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria. ▪ Online and electronic assessments are more difficult to incorporate - assessments tend to be more successful when integrated within existing management and coaching protocols. ▪ Self-assessment can be useful, using carefully designed criteria and measurements.	virtually impossible without a well-designed system from the beginning. ▪ Evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging. ▪ Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below.
LEVEL 4 RESULTS	▪ **Results evaluation** is the **effect on the business or environment** resulting from the improved performance of the trainee - it is the acid test. ▪ Measures would typically be business or organizational key performance indicators, such as: ▪ Volumes, values, percentages, timescales, return on	▪ It is possible that many of these measures are already in place via normal management systems and reporting. ▪ The challenge is to identify which and how relate to the trainee's input and influence. ▪ Therefore, it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they	▪ Individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures, responsibilities and roles, which

	investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.	understand what is to be measured. ▪ This process overlays normal good management practice - it simply needs linking to the training input. ▪ Failure to link to training input type and timing will greatly reduce the ease by which results can be attributed to the training. ▪ For senior people particularly, annual appraisals and ongoing agreement of key business objectives are integral to measuring business results derived from training.	complicates the process of attributing clear accountability. ▪ Also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.

Four Levels of Evaluating Training – Kirkpatrick Method[5]

[5] https://www.researchgate.net/figure/Kirkpatricks-four-levels-of-evaluation-model_fig1_265425958

Learning Network on Capacity Development (LenCD)[6]

The LenCD Learning Package provides an overview of the core concepts and principles of capacity development, practical 'how-to' guides, and a trainer/facilitator's guide and materials. To measure capacity outcomes and results for different levels and contexts, it is necessary to set up a capacity measurement system which involves these action steps:

- **Decide who needs to be involved and how.** All capacity development processes have many stakeholders, some who are involved from start to finish; others who only participate in part of the process. There will be a constantly changing group whose needs have to be accommodated. It is important to guard against approaches that only answer the needs of only one type of stakeholder. Measurements need to be meaningful to all actors identified as relevant to the process.

- **Decide what needs to be measured and the criteria for measurement.** There is no single, universally agreed set of capacity development dimensions to use in a measurement system. Measurement dimensions need to be specific to the context and cover all levels – individual, organizational, sectoral and institutional, types of capacity – hard and soft, and the themes for application in any capacity development framework being used.

- **Create a measurement framework to fit the context.** Creating a specific framework can ensure that the measurement process and tools fit the capacity development process. The dimensions and criteria discussed above can be used to identify a starting point, which could be: inputs and outputs, outcomes, or impact. Using an iterative approach i.e. deciding where to start and doing the details one step at a time (rather than trying to map out the whole thing at the start) allows for effective response to what is emerging and any changes in the environment.

- **Test the framework.** The framework needs to be first tested, and later reviewed regularly, for relevance and practicality before it is put to extensive use.

- **Select tools.** When tools are being selected it should be remembered that: all tools should be adapted to local context and needs; all tools have advantages and disadvantages according to context, and this should be taken into account when using them; and, a mix is needed to cover all the different measurement requirements i.e. different tools will be needed at different stages in the process. Some tools to consider are: outcome mapping; stories of change; most significant change; case studies; random sampling; tracer studies; ladder of change; theory-based evaluation; rapid appraisal methods; cost-benefit and cost-effectiveness analysis; Logical Framework; and public expenditure tracking surveys.

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[6] http://lencd.org/group/effective-institutions

Annex I – Agenda at a Glance and Day by Day

	Effective National to Local Public Governance for SDG Implementation				
Time	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Modules	**Strengthening Institutional Effectiveness for SDGs**	**Localizing the SDGs**	**Localizing the SDGs**	**Monitoring, Evaluation, and Reporting**	**Action Plan for Accelerating Change**
Morning Session	**Module 1: Welcome & Course Overview** *Introduction of Speakers and Participants; Programme Overview; Icebreaker Activity* (09:00-10:00) **Module 2.1: Effective Accountable and Inclusive Institutions** *Presentation* (10:00-10:15) Group Discussion (10:15-10:30) Presentation (10:30-10:45) *Group Discussion (10:45-11:00)* **Module 2.2: Institutional Arrangements** *Presentation* (11:00-11:15) Short Discussion (11:15-11:30) *Presentation* (11:30-11:45) *Group Discussion* (11:45-12:00)	**Module 3.1: Regional and Global Trends of Localization** *Presentation* (09:00-09:30) *Activity* (09:30-10:30) **Module 3.2: Vertical Integration for Policy Coherence** *Presentation* (10:30-10:45) *Activity* (10:45-11:00) *Presentation* (11:00-11:25) *Activity* (11:25-12:00)	**Module 3.5: National to Local Planning** *Presentation* (09:00-09:20) *Activity* (09:20-09:50) Presentation (09:50-10:10) Activity (10:10-10:30) **Module 3.6: National to Local Governance for Effective Health Emergency Management** *Presentation* (10:30-11:30) *Group Work* (11:30-12:00)	**Module 4.1: Monitoring and Evaluation** *Presentation* (09:00-09:30) *Activity* (09:30-10:00) Presentation (10:00-10:30) Activity (10:30-11:00) Presentation (11:00-11:30) Activity (11:30-12:00)	**Module 5: Action Plan for Accelerating Change** *Identification and Roadblocks and Opportunities* (09:00-12:00)
	Lunch Break				
Afternoon Session	**Module 2.3: Whole-of-Government Approach** *Presentation* (13:30-14:00) *Group Work* (14:00-14:30) **Module 2.4: Whole-of-Society Approach** *Presentation* (14:30-14:45) Group Discussion (14:45-15:00) *Presentation* (15:00-15:15) *Group Work* (15:15-15:30) **Module 2.5: Need for Localization of SDGs** *Presentation* (15:30-16:00) *Group Work* (16:00-16:30)	**Module 3.3: Consultation Process for Policy Formulation** *Presentation* (13:30-13:45) *Activity (*13:45-14:15*)* *Presentation* (14:15-14:30) *Group Work* (14:30-15:00) **Module 3.4: Localization from National to Sub-National** *Presentation* (15:00-15:30) Activity (15:30-15:50) Presentation (15:50-16:10) *Group Work* (16:10-16:30)	**Module 3.7: Resource Allocation and Capacity Development** *Presentation* (13:30-14:00) *Activity* (14:00-14:30) *Presentation* (14:30-15:00) *Activity* (15:00-15:30) Presentation (15:30-16:00) *Activity* (16:00-16:30)	**Module 4.2: Reporting SDGs** *Presentation (13:30-14:00) Activity: (14:00-14:30) Presentation (14:30-15:00) Group Work (15:00-15:30) Presentation (15:30-16:00) Group Work (3:16:00-16:30)*	**Module 5: Action Plan for Accelerating Change** *Completion & Presentation of Change Project* (13:30-15:30) *Lessons and impressions* (15:30-16:30) ***Course Evaluation by Participants & Closing Session*** (16:30 -17:00)
	Wrap-up & Reflection (16:30 -17:00)	***Wrap-up & Reflection*** (16:30 -17:00)	***Wrap-up & Reflection*** (16:30 -17:00)	***Wrap-up & Reflection*** (16:30 -17:00)	

Detailed Overview of Syllabus (Day by Day Agenda)

Effective National to Local Public Governance for SDG Implementation	
Day 1: Strengthening Institutional Effectiveness for SDGs	
9:00-10:00	**Module 1: Welcome and Course Introduction**
	Introduction of Speakers and Participants; Programme Overview; Icebreaker Activity
10:00-11:00	**Module 2.1 : Effective Accountable and Inclusive Institutions**
Content	This module introduces, defines, and explains effective institutions. It will facilitate the understanding of the requirement of effective institutions for the achievement of the 2030 Agenda. Participants will be introduced an approach to supporting and strengthening institutions as well as the 'Principles of Effective Governance for Sustainable Development' developed by the Committee of Experts on Public Administration (CEPA). **Activity** • Reviewing the CEPA 11 Principles of Effective Governance for Sustainable Development • Group discussion on effective institutions
Learning Outcomes	• Learn the concept of effective institutions • Identify the need of effective Institutions for SDGs implementation • Understanding why effective institutions is vital for SDG implementation • Identify approaches to effective institution building • Understanding institutional roles and responsibilities
Key Readings	• Economic, U. N., & Council, S. (2018). Committee of Experts on Public Administration. Principles of Effective Governance for Sustainable Development. https://publicadministration.un.org/en/Intergovernmental-Support/CEPA/Principles-of-Effective-Governance • Economic, U. N., & Council, S. (2018). Committee of Experts on Public Administration. Report on the seventeenth session. https://publicadministration.un.org/en/CEPA/session17 • Economic, U. N., & Council, S. (2019). Committee of Experts on Public Administration. Report on the eighteenth session. https://publicadministration.un.org/en/CEPA/Session18 • Islam, R. (2018). One more time: what are institutions and how do they change?. The World Bank. http://documents.worldbank.org/curated/en/261701525108237527/One-more-time-what-are-institutions-and-how-do-they-change • Kempe Ronald Hope Sr. (2019): Peace, justice and inclusive institutions: overcoming challenges to the implementation of Sustainable Development Goal 16, Global Change, Peace & Security, DOI: 10.1080/14781158.2019.1667320 • OECD. (2015). Building More Effective, Accountable, and Inclusive Institutions for All. https://www.oecd.org/dac/_POST-2015%20effective%20and%20accountable%20institutions.pdf

	- World Bank. Public Sector Board. (2000). Reforming public institutions and strengthening governance: a World Bank strategy. World Bank. http://documents.worldbank.org/curated/en/994411468766776323/Reforming-public-institutions-and-strengthening-governance-a-World-Bank-strategy - UN-Habitat (2018) Planning law assessment framework. UN-Habitat, Nairobi https://unhabitat.org/sites/default/files/download-manager-files/1531834456wpdm_Planning%20Law%20Assessment%20Framework.pdf - UN-HABITAT (2020).Governance Assessment Framework for Metropolitan, Territorial and Regional Management. https://unhabitat.org/sites/default/files/2020/10/gaf-mtr.pdf
Schedule	Presentation (10:00-10:15) Group Discussion (10:15-10:30) Presentation (10:30-10:45) Group Discussion (10:45-11:00)
11:00-12:00	**Module 2.2: Institutional Arrangements**
Content	Institutional arrangements refer to formal government organizational structures as well as informal norms which are in place in a country for arranging and undertaking its policy work. These arrangements are crucial as they provide the government at all levels (federal, provincial and Local) with the framework within which to formulate and implement policies. All governments do have a cross-jurisdictional nature, which include national, intermediary (provincial/state) and municipal/local authorities. The better coordinated their actions are, the higher the SDG implementation rates tend to be. SDGs implementation remains scattered or fragmented due to the lack of effective collaboration and coordination between national and local governments to solve social problems and promote and implement SDGs. Lack of institutional effectiveness among/within national and local governments may challenge SDG implementation. Multi-dimensional nature of SDGs, their complexity and interconnectedness call for rethinking governmental strategies and for applying different approaches to governance, based on the principles of accountability, innovation, integration, and collaboration. A variety of institutional arrangements for SDG implementation were reported in countries at the national as well as sub-national levels. The Module presents institutional arrangements at the national and local level focusing on the horizontal and vertical coordination among the different level of governments. It also provides examples of such practices from different corners of the world including institutional mechanisms facilitating multi-stakeholder engagement, models of engagement with CSO and, local stakeholders. **Case Studies** - Pakistan: Institutional Coordination and Oversight - SDGs national coordination team in Indonesia - Institutional structure for SDG implementation in Nigeria - Institutional arrangement for SDG implementation in Sierra Leone **Acitivity**

	• Discussion on Institutional Arrangements for the Implementation of the 2030 Agenda • Discussion on Short Discussion on Horizontal and Vertical Coordination
Learning Outcomes	• Understanding the importance of institutional arrangements for SDGs implementation • Understanding how institutional arrangements can be strengthened • Learn about different types of institutional arrangements • Identify approaches horizontal and vertical coordination • Increased understanding of cross-sectoral coordination
Key Readings	• Economic, U. N., & Council, S. (2018). Committee of Experts on Public Administration. Report on the sixteenth session. https://publicadministration.un.org/en/CEPA/session16 • UN ESCAP (2019). Report of the Sixth Asia-Pacific Forum on Sustainable Development. https://www.unescap.org/sites/default/files/APFSD6_3E_1.pdf • UNDP (2017). Institutional and Coordination Mechanisms: Guidance Note on Facilitating Integration and Coherence for SDG Implementation. t.ly/UUD0 • United Cities and Local Governments (2019). The Localization of the Global Agendas How local action is transforming territories and communities. Chapter 2:The metropolitan context and the SDGs. https://www.metropolis.org/sites/default/files/resources/The-Localization-of-the-Global-Agenda.pdf • United Nations (2018). Compendium of National Institutional Arrangements for implementing the 2030 Agenda for Sustainable Development. https://www.local2030.org/library/441/Compendium-of-National-Institutional-Arrangements-for-implementing-the-2030-Agenda-for-Sustainable-Development.pdf • United Nations (2019). Compendium of National Institutional Arrangements for implementing the 2030 Agenda for Sustainable Development. t.ly/2yzQ • United Nations (2020). Compendium of National Institutional Arrangements for implementing the 2030 Agenda for Sustainable Development. t.ly/rFjb • Tasan-Kok T. and Vranken J (2011), Handbook for Multilevel Urban Governance in Europe
Schedule	Presentation (11:00-11:15) Short Discussion (11:15-11:30) Presentation (11:30-11:45) Group Discussion (11:45-12:00)
12:00-13:30	Lunch Break
13:30-14:30	**Module 2.3: Whole-of-Government Approach**
Content	The creation of a coordinating structure to incorporate the Sustainable Development Goals (SDGs) into the actions of all areas of government and to bring various government institutions together to develop and implement integrated policies is one of the most formal mechanisms for adopting the whole of government approach. However, to sustain impetus for implementation of the 2030 Agenda, efforts need to go beyond merely creating an institutional framework. They need to create new dynamics for

	collaboration throughout policy cycles, across sectors and between levels of government.
	This module introduces a whole-of-government approach to facilitate synergies, manage trade-offs, and avoid or minimize negative spill-overs, in line with the "indivisible economic, social and environmental pillars" of the 2030 Agenda. It also describes the main characteristics of the whole-of-government approach, characteristics of the coordinating structures, and provides examples of country experiences in integrating the whole-of-government approach. The module aims to investigate specific experiences of implementing the whole of government approach as part of the 2030 Agenda.
	Case Studies
	• Belize: A strategy for strengthening cross-sectoral coordination
	• Georgia: An evolving institutional landscape to implement and review the 2030 Agenda
	• Guatemala: A strategy for coordinating different levels of government
	• Mongolia: Aligning policies to the 2030 Agenda and strengthening policy coherence
	Activity
	• Discussion on the challenges and opportunities of cordination mechanisms
Learning Outcomes	• Understand what is whole of government, its need for SDG implementation
	• Explores the barriers and enablers to whole of government work
	• Identify the main strengths and challenges of different coordinating structures and common features in the organization of these structures.
	• Understanding the rationale of whole of government to localizing and achieving the SDGs
Key Readings	• Colgan, A., Kennedy, L.A., and Doherty, N. (2014) A Primer on implementing whole of government approaches. Dublin: Centre for Effective Services. t.ly/rkXJ
	• Global Alliance (2019). Enabling the implementation of the 2030 Agenda through SDG 16+: Anchoring peace, justice, and inclusion. t.ly/t1z1
	• ITU (2019). SDG Digital Investment Framework A Whole-of-Government Approach to Investing in Digital Technologies to Achieve the SDGs. https://www.itu.int/dms_pub/itu-d/opb/str/D-STR-DIGITAL.02-2019-PDF-E.pdf
	• Karina Cázarez-Grageda (2019). The whole of government approach: Initial lessons concerning national coordinating structures for the 2030 Agenda. https://www.partners-for-review.de/wp-content/uploads/2019/09/Whole-of-Government-P4R-Discussion-paper-2019.pdf
	• OECD (2006). Whole of Government Approaches to Fragile States. https://www.oecd.org/dac/conflict-fragility-resilience/docs/37826256.pdf
	• OECD (2011), Estonia: Towards a Single Government Approach, OECD Public Governance Reviews, OECD Publishing. http://dx.doi.org/10.1787/9789264104860-en
Schedule	Presentation (13:30-14:00)
	Group Work (14:00-14:30)
14:30-15:30	**Module 2.4: Whole-of-Society Approach**

Content	Multi-dimensional nature of SDGs, their complexity, and interconnectedness call for the engagement of key stakeholders in defining meaningful policies, programs, and actions as well as in their implementation. A variety of institutional arrangements for such engagements were reported in countries at the national as well as sub-national levels. The Module presents examples of such practices from different corners of the world including institutional mechanisms facilitating multi-stakeholder engagement, models of engagement with academia, youth, local stakeholders. In addition, it introduces principles and methodologies of stakeholder engagement. Critically, it emphasizes an engagement with those who do not benefit from the gains of development risk being left behind. The module also introduces approaches and Tools for Strengthening Stakeholder Engagement for the SDGs. **Case studies** - Experience of Timor Leste's multi-stakeholder engagement - Planning for effective engagement in Mauritius - Working with non-state actor representative bodies to develop an inclusive VNR in Chile - Partnership to ensure iterative engagement in Cameroon **Activity** - Stakeholder Engagement – Basic Questions & Challenges - Setting Up a Stakeholder Engagement Plan
Learning Outcomes	- Strengthened understanding of the importance of stakeholder engagement in SDG implementation at the local level - Explore the challenges of stakeholder identification and engagement - Ability to define principles for stakeholder classification and strategies for their engagement and their potential application locally to tackle SDG targets and local challenges - Understanding of possibilities for integrating stakeholder perspectives into planning processes from the beginning
Key Readings	- BCCIC(2019). A whole-of-society approach: Partnerships to realize the 2030 Agenda. https://www.bccic.ca/32844-2/ - Karina Cázarez-Grageda (2018). The Whole of Society Approach: Levels of engagement and meaningful participation of different stakeholders in the review process of the 2030 Agenda. http://sdghelpdesk.unescap.org/e-library/whole-society-approach-levels-engagement-and-meaningful-participation-different - Marchessault, L. (2015). Public participation and the budget cycle: Lessons from country examples. London: Global Initiative for Fiscal Transparency. http://www.fiscaltransparency.net/resourcesfiles/files/20151116137.pdf - UN DESA (2020). Multi-stakeholder engagement in 2030 Agenda implementation: A review of Voluntary National Review Reports (2016-2019). t.ly/2Uhi - OECD (2020). A territorial approach to the sustainable development goals. https://www.oecd.org/cfe/a-territorial-approach-to-the-sustainable-development-goals-e86fa715-en.htm
Schedule	Presentation (14:30-14:45) Group Discussion (14:45-15:00)

	Presentation (15:00-15:15) Group Work (15:15-15:30)
15:30-16:30	**Module 2.5 : Need for Localization of SDGs**
Content	Localizing refers to the process of adapting, implementing and monitoring the SDGs at the local level. Nearly all the SDGs have targets that will depend on local government actions. Localization is the process by which local authorities and local stakeholders will adapt and implement these targets within cities and human settlements. Most countries today have multi-level governance structures, meaning that urban and local governments are directly responsible for delivering a large part of the national governments' commitment to the SDGs. In fact, as much as 65 percent of the SDG agenda may not be fully achieved without the involvement of urban and local actors. Given their critical role, local governments cannot be mere implementers of a global or national SDG agenda, but must be partners in co-creating and defining policy and programmatic responses, and in the implementation and monitoring of progress against the goals and targets. This module introduces the need for SDG localization. This module aims to support nationa, local and regional governments to localize the SDGs and to influence national policy-making to create an enabling environment for action at local and regional level. **Case Studies** • Various short cases on Localizing the 2030 Agenda **Activity** • Why SDGs are important for local & regional government and vice versa?
Learning Outcomes	• Understanding of the concept and importance of localization of SDGs • Support to Improving of localization strategy • Understand why SDGs are Important for Local & Regional Government • Learn the importance of LRGs for SDGs
Key Readings	• Oosterhof, P. D. (2018). Localizing the Sustainable Development Goals to Accelerate Implementation of the 2030 Agenda for Sustainable Development. t.ly/4ijv • Reddy, P. S. (2016). Localising the sustainable development goals (SDGs): the role of local government in context. • SDNS, U. (2016). Getting Started with the SDGs in Cities–a Guide for Stakeholders. SDSN/GiZ. Accessed through: http://unsdsn. org/wpcontent/uploads/2016/07/9.1, 8. • Taskforce, G. (2016). Roadmap for localizing the SDGs: Implementation and monitoring at subnational level. Global Taskforce of Local and Regional Governments. • UCLG (2018). The Sustainable Development Goals: What Local governments need to know. https://www.uclg.org/en/media/news/sustainable-development-goals-what-local-governments-need-know • UN-Habitat, UNDP & GTF of Local and Regional Governments. Localizing the post-2015 development agenda- dialogues on implementation. s.l. : United Nations, 2015. Available

	at: https://www.uclg.org/sites/default/files/dialogues_on_localizing_the_post-2015_development_agenda.pdf • United Nations Development Programme, (2014). Global Taskforce of Local and Regional Governments for Post-2015 Development Agenda Towards Habitat 111. Draft Report : Dialogue on Localizing the Post-2015 Development Agenda. Version of 31st October 2014. New York: UNDP. • VVSG (2020) Inspiration Guide - Integrating the SDGs into your Multi-Annual Policy Plan. http://www.cib-uclg.org/cib-library/content/vvsg-inspiration-guide-integrating-sdgs-your-multi-annual-policy-plan • The Sustainable Development Goals: What Local Governments Need to Know • From MDGs to Sustainable Development For All: Lessons from 15 Years of Practice • Local and Regional Voices on the Global Stage: our Post-2015 Journey • Roadmap for localizing the SDGs: Implementation and Monitoring at Subnational Level • Getting started with the SDGs in Cities: a Guide for Local Stakeholders • Localizing the Post-2015 Development Agenda: Dialogues on Implementation • Delivering the Post-2015 Development Agenda: Opportunities at the National and Local Levels
Schedule	Presentation (15:30-16:00) Group Work (16:00-16:30)
16:30-17:00	**Day 1 Wrap up and Reflection**

Day 2: Localizing the SDGs	
09:00-10:30	**Module 3.1: Regional and Global Trends of Localization**
Content	The UN Secretary-General's 2019 report to the High-Level Political Forum on Sustainable Development (HLPF) acknowledges that 'progress is being made and some favourable trends on SDG implementation are evident', but the 'global response has not been ambitious enough'.[7] Overall, national governments have shown a high level of commitment to the achievement of the SDGs. Since 2016, the local and regional movement for the localization of the SDGs has been progressively expanding to all parts of the world, albeit at a different pace within and between regions. LRGs find themselves at different stages of the SDG implementation process. Although with important differences, committed LRGs in the majority of the regions are mostly in the preparatory phase of the process: moving from commitments to alignment with the SDGs of their urban development plans, policies or territorial strategies, raising awareness between local stakeholders and involving local partners, and defining coordination or followup mechanisms. This module offers the glimps of localization processes in world regions: Africa, Asia-Pacific, Eurasia, Europe, Latin America, Middle East and West Asia, and North America. It provides a set of guidelines and a roadmap to make localization a reality, to fully achieve the SDGs and other global agendas at the local level, and a call for territories and communities to 'leave no person or place behind'. **Activity** • Local and Regional Governments Involvement in national coordination mechanisms and strategies
Learning Outcomes	• Understanding the global trends of SDG localization trends • Learn the different approaches to coordinate and align between national and subnational-level for SDG localization • Understanding how LRGs can be involved in SDG localization • Finding the gap of SDG localization process between the World region
Key Readings	• UCLG (2019). Towards the localization of the SDG. • Fernando Ortiz-Moya, Hirotaka Koike, Junko Ota, Yatsuka Kataoka, and Junichi Fujino (2020). STATE OF THE VOLUNTARY LOCAL REVIEWS 2020 —Local Action for Global Impact in Achieving the SDGs. • Tony Pipa and Max Bouchet (2020). Next generation urban planning Enabling sustainable development at the local level through voluntary local reviews (VLRs). https://www.brookings.edu/wp-content/uploads/2020/02/Next-generation-urban-planning_final.pdf

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[7] United Nations Secretary-General, "Progress towards the Sustainable Development Goals," 2–3

Schedule	Presentation (09:00-09:30) Activity (09:30-10:30)
10:30-12:00	**Module 3.2: Vertical Integration for Policy Coherence**
Content	At the high-level political forum, countries have emphasized that policy coherence, both horizontal (across government) and vertical (from national to regional and sub regional levels of government) presents a key challenge.[8] The realization of the SDGs requires the coordination of actions of different levels of government. Policy Coherence for Sustainable Development, as a means of implementation that cuts across all the SDGs, is challenging to conceptualize, analyze, and communicate to decision-makers and the public. Vertical policy integration is requried to deal with the challenge of coordinating and integrating sustainable development strategies and policies across different levels of governance This module introduces the policy coherence framework to better align policy from national to local government. It also provides various approaches and tools available for creating vertical policy coherence, integration and partnerships for SDG implementation **Case Studies** • Mechanisms for multi-level collaboration and coordination in Germany • Pakistan National SDG Framework - Engaging Three Levels of Government • Aligning budgets to SDGs in Colombia **Activity** • Readiness Assessment on Institutional Arrangements for Policy Coherence to Implement the 2030 Agenda for Sustainable Development
Learning Outcomes	• Understand the concept and relevance of policy coherence • Reflect on the building blocks of an institutional system for policy coherence • Learn vertical integration across levels of government at the planning stage • Learn the tools for vertical integration in SDG implementation
Key Readings	• Curran, P., Dougill, A., Pardoe, J., & Vincent, K. (2018). Policy coherence for sustainable development in sub-Saharan Africa. Policy brief, Centre for Climate Change Economics and Policy. http://kulima.com/wp-content/uploads/2018/08/policy-coherence-brief-final.pdf • Dickens, C.; Nhlengethwa, S.; Ndhlovu, B. (2019). Mainstreaming the Sustainable Development Goals in developing countries. Colombo, Sri Lanka: International Water Management Institute (IWMI). 23p. doi: 10.5337/2019.212 • OECD. (2016). Better Policies for Sustainable Development 2016: A New Framework for Policy Coherence. OECD Publishing. https://www.oecd.org/publications/better-policies-for-sustainable-development-2016-9789264256996-en.htm • OECD. (2017).Policy Coherence for Sustainable Development 2017. Eradicating Poverty and Promoting Prosperity. t.ly/v2he • OECD. (2018). Policy Coherence for Sustainable Development 2018. Towards Sustainable and Resilient Societies. http://www.oecd.org/about/sge/policy-coherence-for-sustainable-development-2018-9789264301061-en.htm

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[8] https://sustainabledevelopment.un.org/content/documents/24978Report_of_the_SG_on_SDG_Progress_2019.pdf

	• OECD. (2019). Policy Coherence for Sustainable Development 2019. Empowering People and Ensuring Inclusiveness and Equality. https://www.oecd.org/governance/policy-coherence-for-sustainable-development-2019-a90f851f-en.htm • UNDP (2017). Rapid Integrated Assessment (RIA) Facilitating mainstreaming of SDGs into national and local plans. https://www.undp.org/content/undp/en/home/librarypage/sustainable-development-goals/rapid-integrated-assessment---mainstreaming-sdgs-into-national-a.html • United Nations Environment Programme. (2016). Policy coherence of the sustainable development goals: a natural resource perspective. UN. https://www.resourcepanel.org/reports/policy-coherence-sustainable-development-goals • Wayne-Nixon, Laurel, Wragg-Morris, Tanya, Mishra, Anjali, Markle, Dawson, Koster, Valenda, and Kindornay, Shannon. (2019). Transformative and coherent policies to realize the 2030 Agenda in Canada. Good Practice in 2030 Agenda Implementation Series. Vancouver and Ottawa: British Columbia Council for International Cooperation and Canadian Council for International Co-operation. https://ccic.ca/wp-content/uploads/2019/06/International-PolicyCoherence.pdf
Schedule	Presentation (10:30-10:45) Activity (10:45-11:00) Presentation (11:00-11:25) Activity (11:25-12:00)
12:00-13:30	Lunch Break
13:30-15:00	**Module 3.3: Consultation Process for Policy Formulation**
Content	Participation, consultation, and engagement are the critical elements for effective implementation of the 2030 agenda. Citizens are indifferent to SDGs. They should be informed that the SDGs are relevant to their basic needs such as poverty and unemployment. In order to increase citizens' interest and support for SDGs, it is necessary to increase citizen engagement in the SDGs implementation and strengthen communication on the progress of SDGs implementation. In generic terms, citizens, governments, private sector, government institutions, etc. all tend to be indifferent to SDGs if they do not see a direct linkage between a specific SDG and a specific immediate benefit or service resulting from it. This is precisely one of the departure points to highlight the role of local authorities as they tend to be directly responsible for facilitating services which benefit citizens most directly, i.e. maternal health care and primary health care, water facilities, public transport, housing, job generation, energy, etc. This module focuses on the consultation process involving LRGs and the public for SDG loclaization. **Case Studies** • Transparency in the local budgeting process – an example of the Republic of Korea • Funding for SDGs and local participation – example of Australia

Learning Outcomes	• Understand the concept, guidance, and process of consultation • Learn to engage a multi-level dialogue with lower, upper levels of government and other stakeholders to localize the SDGs • Learn to ensure the inclusiveness and accountability of the consultations • Utilize different tools for consultation • Understanding how to tailor-make stakeholder engagement processes for vulnerable groups
Key Readings	• Giguère, S. (2001). Local governance and partnerships: A summary of the findings of the OECD study on local partnerships. Paris: Co-operative Action Programme on Local Economic and Employment Development (LEED). • Rodrigo, D., & Amo, P. A. (2006). Background document on public consultation. Available from the web site of Organization for Economic Cooperation and Development. • Sintomer, Y., Herzberg, C., Röcke, A., & Allegretti, G. (2012). Transnational models of citizen participation: The case of participatory budgeting. Journal of Public Deliberation, 8(2), Article-9. • TAP Network (). Promoting Inclusive Government Consultations. • United Nations Guidance Note on the Protection and Promotion of Civic Space (2020). https://www.ohchr.org/Documents/Issues/CivicSpace/UN_Guidance_Note.pdf
Schedule	Presentation (13:30-13:45) Activity (13:45-14:15) Presentation (14:15-14:30) Group Work (14:30-15:00)
15:00-16:30	**Module 3.4: Localization from National to Sub-National**
Content	Sustainable development depends on "the effective decentralization of responsibilities, policy management, decision-making authority and sufficient resources, including revenue collection authority, to local authorities, closest to, and most representative of, their constituencies".[9] Local governments are often confronted with difficulties and struggling to take action on societal problems and sustainable development due to a number of constraints such as limited political and fiscal authority and development resources. Local governments embarking on SDG implementation should be proactive in strengthening their discretionary powers, as well as their performance and accountability. Local authorities could be given mandates and responsibilities which are commensurate with their capacity to deliver and their ability to obtain fiscal resources independently. This module focused on the decentralization and local governance approach to localize the SDGs. It teaches participants the mechanisms to stregthen and encourage local government. It alos assess decentralization and local governance based on citizen perspectives, multiple stakeholder perspectives, and self-assessments by local government institutions.

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[9] UCLG. GOLD I: Decentralization and Local Democracy in the World. s.l. : UCLG, 2008. pp. 255–278. Available at: http://www.cities-localgovernments.org/gold/Upload/gold_report/gold_report_en.pdf

	Case studies
	• National Disaster Management Information System, Republic of Korea
	Activity
	• Identification of the potential challenges and opportunities from decentralization for localizing the SDGs
	• Group discussion on to find out whether participants are familiar with any of the assessment tools (at country level, local level, on thematic issues, etc.)
Learning Outcomes	• Understanding the different approach of localization • Learn different forms of integrated local governance • Explore mechanisms to strengthen & encourage local government • Learn how to assess decentralization and local governance using different tools
Key Readings	• Aid, E. (2007). Supporting Decentralisation and Local Governance in Third Countries. Europe Aid Tools and Methods Series Reference Document, (2). t.ly/uFyp • Government of the Republic of Korea (2018). Cases of Good Governance in Korea. • Grävingholt, J., & von Haldenwang, C. (2016). The promotion of decentralization and local governance in fragile contexts (No. 20/2016). Discussion Paper. • Illner, M. (2000). Decentralization reforms in Central and Eastern Europe and the CIS after 1989: aims, problems and solutions. decentralization: conditions for success. Lessons from Central and Eastern Europe and the Commonwealth of Independent States. ST/ESA/PAD/SER. E/7, 23-38. t.ly/Iaut • Presidency, I. (2005). Decentralized Governance for Democracy, Peace, Development and Effective Service Delivery. t.ly/Qaun • Rao, S., Scott, Z. and Alam, M. (2014). Decentralisation and Local Government: Topic Guide (3rd ed.) Birmingham, UK: GSDRC, University of Birmingham. • Swiss Agency for Development and Cooperation SDC. (2016). SDC Policy Democratization, Decentralization and Local Governance. t.ly/b7pO • UNDP. (1999). Decentralization: a sampling of definitions. Working Paper. • Welch, G., Work, R., & Rabinovitch, J. (2014). Decentralised governance for development: a combined practice note on decentralization, local governance and urban/rural development. t.ly/2Tu2 • UNDP (2015) A Users' Guide to Measuring Local Governance. https://bit.ly/3tVzrza • UNHABITAT (2007). International guidelines on decentralisation and the strengthening of local authorities. https://bit.ly/3qk2lXJ
Schedule	Presentation (15:00-15:30) Activity (15:30-15:50) Presentation (15:50-16:10) Group Work (16:10-16:30)
16:30-17:00	**Day 2 Wrap-up and Reflection**

Day 3: Localizing the SDGs

09:00-10:30	Module 3.5: National to Local Planning
Content	The main idea of this Module is that, for the successful implementation of the SDGs, their inclusion and mainstreaming into national and territorial policies, plans and strategies is crucial. The SDGs can be included in all the different stages of the policy cycle process. This means that, regardless of the stage that the trainees are currently in, they should be able to align their initiatives to the SDGs in any stage as it is very likely that they will have to develop this process in other stages of the planning and implementation processes in the future. Participants will explore the national-local linkage that inform and guide the translation of global agendas such as the 2030 Agenda for Sustainable Development. Participants will also learn how to tailor SDGs to national and local contexts. This Module also aims to stimulate a reflection on how the SDGs and the principles of the 2030 Agenda can be integrated into local development planning exercises. The goal is to inform participants on how SDGs can be instrumental for improving local development planning processes and, consequently, how local development planning can become a key driver for achieving the SDGs at all levels. **Case Studies** • Germany's Sustainability Architecture and the SDGs' to the federal government • Integrating the SDGs into development planning: Uganda • Systems Thinking and Strategy Formulation in Belize based on the VISIS Approach • Growth and Sustainable Development Strategy: Belize **Activity** • Checklist of aligning the public policy cycle to the 2030 Agenda • Exploring the Policy Cycle – Case Study and Group Work
Learning Outcomes	• Shaping strategies, policies and plans for sustainable territorial development • Provide action-oriented recommendations on planning, policies and strategies • Tailoring SDGs to National, Sub-national and Local Contexts • Understanding of the key concepts of development planning processes, including its stages and key elements • Learn about integration of the SDGs into the local policy plan
Key Readings	• OECD (2018). Policy Framework on Sound Public Governance. https://www.oecd.org/governance/policy-framework-on-sound-public-governance/ • SDNS, U. (2016). Getting Started with the SDGs in Cities–a Guide for Stakeholders. SDSN/GiZ. Accessed through: http://unsdsn. org/wpcontent/uploads/2016/07/9.1, 8.

	• Swanson, D. (2015). Mainstreaming the 2030 Agenda for Sustainable Development: Interim Reference Guide to UN Country Teams. United Nation Development Group. https://unsdg.un.org/resources/mainstreaming-2030-agenda-sustainable-development-reference-guide-un-country-teams • The AtKisson Group (2016). An Introduction to VISIS. http://AtKisson.com/tools/ • UCLG (2018). Sustainable development through local action sustainable development goals and local government associations. https://www.local2030.org/library/705/Sustainable-Development-through-Local-Action.pdf • VVSG (2018). Inspiration Guide: Integrating The Sdgs Into Your Multi-Annual Policy Plan • UN HABITAT (2019). Framework for Action to Advance Integrated Territorial Development. https://unhabitat.org/sites/default/files/2020/03/url-gp-1.pdf • UN HABITAT (2018). International Guidelines on Urban and Territorial Planning (IG-UTP) Handbook • PAGE (2016), Integrated Planning & Sustainable Development: Challenges and Opportunities.
Schedule	Presentation (09:00-09:20) Activity (09:20-09:50) Presentation (09:50-10:10) Activity (10:10-10:30)
10:30-12:00	**Module 3.6: National to Local Governance for Effective Health Emergency Management**
Content	Reducing the health risks and consequences of emergencies is vital to local, national, and global health security and to build the resilience of communities, countries, and health systems. Sound risk management is essential to safeguard development and implementation of the Sustainable Development Goals (SDGs), including the pathway to universal health coverage (UHC), the Sendai Framework for Disaster Risk Reduction 2015–2030 (Sendai Framework), International Health Regulations (IHR) (2005), Paris Agreement on Climate Change (Paris Agreement) and other related global, regional and national frameworks. To address current and emerging risks to public health and the need for effective utilization and management of resources, this module aims to inform the national and local government on reducing health risks and consequences of emergencies and disasters from the perspective of governance. **Case Studies** • Inter-agency coordination for emergency response in Korea • COVID-19: Global Government Financial Assistance Measures **Activity** • Crisis management through Golden Hour
Learning Outcomes	• Strengthening governance capacities in the full process of preparedness, prevention, response and post-recovery to respond to health emergencies • Strengthening emergency preparedness in order to ensure a timely, efficient and effective response to events

	• Identifying the most probable health emergency related corruption risks, in order to mitigate those risks, prevent corruption, bribery and fraud and enhance integrity of public sector • Understanding the Golden Hour- The Road to Recovery • Learn about data-driven decision-making and digital government tools to manage health emergencies
Key Readings	• UN DESA (2020). We will help the world rise stronger after COVID-19. https://www.un.org/development/desa/en/covid-19.html • United Nations. (2015). Sendai framework for disaster risk reduction 2015–2030. • UNSDG (2020). Shared responsibility, global solidarity: Responding to the socio-economic impacts of COVID-19. • Whitelaw, S., Mamas, M. A., Topol, E., & Van Spall, H. G. (2020). Applications of digital technology in COVID-19 pandemic planning and response. The Lancet Digital Health. • World Health Organization. (2017). A strategic framework for emergency preparedness. • World Health Organization. (2019). Health emergency and disaster risk management framework. https://www.who.int/hac/techguidance/preparedness/health-emergency-and-disaster-risk-management-framework-eng.pdf?ua=1 • World Health Organization. (2019).Strengthening Preparedness for COVID-19 in Cities and Urban Settings. https://www.who.int/publications/i/item/strengthening-preparedness-for-covid-19-in-cities-and-urban-settings • World Health Organization. (2020). 2019 Novel Coronavirus (2019-nCoV): strategic preparedness and response plan. https://www.who.int/publications/i/item/strategic-preparedness-and-response-plan-for-the-new-coronavirus • UN-HABITAT (2020). Strategy Guidance:Solid Waste Management Response to COVID-19. https://unhabitat.org/sites/default/files/2020/05/un-habitat_strategy_guidance_swm_reponse_to_covid19.pdf • UN-HABITAT (2020). UN-Habitat Guidance on COVID-19 and Public Space. https://unhabitat.org/sites/default/files/2020/06/un-habitat_guidance_on_covid-19_and_public_space.pdf • UN-HABITAT (2020). Spatial Planning Guidelines during COVID-19. https://unhabitat.org/sites/default/files/2020/11/covid19_spatialplanning_eng1.pdf • United Nations (2020). Policy Brief: COVID-19 in an Urban World. https://bit.ly/2XwrQYT • UNODC (2020). Accountability and the prevention of corruption in the allocation and distribution of emergency economic rescue packages in the context and aftermath of the COVID-19 pandemic. https://bit.ly/3qF8YnB • UNODC (2020). Guidelines on Prevention of Corruption during the Covid-19 Pandemic. https://bit.ly/3aDw3l6 • Transparency International Corruption Perceptions Index; • World Bank Worldwide Governance Indicators (Control of Corruption); • World Justice Project Rule of Law Index; • Transparency International Global Corruption Barometer; • WHO Good Governance for Medicines Assessment Methodology; and • Household surveys (e.g., World Bank Living Standards Measurement Studies; Demographic and Health Surveys).
Schedule	Presentation (10:30-11:30) Group Work (11:30-12:00)

12:00-13:30	Lunch Break
13:30-16:30	**Module 3.7: Resource Allocation and Capacity Development**

Content	This module introduces concepts of effective public finances in line with the Principles of Addis Ababa Action Framework and recommendations of the Inter-agency Task Force for Financing for Development. It highlights different steps and critical factors for their implementation in line with a country's fiscal, political, and administrative decentralization context. It will examine how local governments can address financial gaps for addressing SDGs by unlocking private finance. It will examine how local governments can capture financing in the context of decentralization and the challenges in this regard. Concepts of participatory budgeting will also be explored as potential drivers for SDG advancement. This module will explore how resources are allocated in central to local budgeting processes, examining country cases from attending participants. Countries will be encouraged to provide practical lessons learned in their contexts – examining how rural municipalities or peri-urban ones are especially challenged in capturing resources. This module also discusses building capacities for effective and responsive local government in terms of human resources and technologies. **Case Studies** • Grassroots participatory budgeting in the Philippines • Integrated Bottom-Up E-Planning and E-Budgeting – example of Indonesia • Social Impact Bonds for Employment – Colombia **Activity** • Financial Innovations to Address Local Challenges • Reviewing and assessing financial readiness in institutions
Learning Outcomes	• Reshaping both national and local financial systems in line with sustainable development • Learn various financing mechanisms for SDG localization • Putting basic building blocks in place: investing in infrastructure and skills to be digital-ready • Understand different mechanisms for building capacity of local government • Develop civil service skills for public value
Key Readings	• SDSN, U. (2016). Getting started with the SDGs in cities. Sustainable Development Solutions Network: New York, NY, USA. https://irp-cdn.multiscreensite.com/6f2c9f57/files/uploaded/Cities-SDG-Guide.pdf • United Nations (2015). Addis Ababa Action Agenda of the Third International Conference on Financing for Development. https://www.un.org/esa/ffd/wp-content/uploads/2015/08/AAAA_Outcome.pdf • UCLG (2019). Towards the localization of the SDGs. https://bit.ly/2O7xqzs

	- United Nations (2018). Report of the Inter-agency Task Force on Financing for Development FINANCING FOR SUSTAINABLE DEVELOPMENT REPORT 2019 - United Nations (2019). Report of the Inter-agency Task Force on Financing for Development FINANCING FOR SUSTAINABLE DEVELOPMENT REPORT 2018 - United Nations (2020). Report of the Inter-agency Task Force on Financing for Development FINANCING FOR SUSTAINABLE DEVELOPMENT REPORT 2018 - UNCTAD (2014). World Investment Report 2014. Investing in the SDGs: An Action Plan. UNCTAD, United Nations, New York and Geneva - United Nations (2019). The Secretary-General's Strategy and Roadmap for Financing the 2030 Agenda. https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/UN-SG-Roadmap-Financing-the-SDGs-July-2019.pdf - UN Global Compact, UNCTAD, UNEPFI, PRI (2015). Private sector investment and sustainable development. https://bit.ly/3r0U4YQ - OECD Public Governance Reviews. Skills for a High Performing Civil Service. https://www.oecd.org/gov/pem/Skills-Highlights.pdf - OECD (2019). Governance as an SDG Accelerator. https://www.oecd.org/publications/governance-as-an-sdg-accelerator-0666b085-en.htm - UN-Habitat (2009). Guide to Municipal Finance. https://www.local2030.org/library/65/Guide-to-Municipal-Finance.pdf - Fjeldstad, O. H., & Heggstad, K. (2012). Local government revenue mobilisation in Anglophone Africa. https://bit.ly/37Tc7c7 - Bahl, R., & Bird, R. (2008). Subnational taxes in developing countries: The way forward. Public Budgeting & Finance, 28(4), 1-25. http://bit.ly/3r49Pya
Schedule	Presentation (13:30-14:00) Activity (14:00-14:30) Presentation (14:30-15:00) Activity (15:00-15:30) Presentation (15:30-16:00) Activity (16:00-16:30)
16:30-17:00	**Day 3 Wrap up and Reflection**

Day 4: Monitoring, Evaluation, and Reporting	
09:00-12:00	**Module 4.1: Monitoring and Evaluation**
Content	The scale and scope of the 2030 Agenda for Sustainable Development, which has 231 indicators, present a challenge for governments to effectively monitor and evaluate progress. There is a need to ensure that efforts are informed by evidence and that necessary data are available to track progress and promote accountability, particularly for communities at risk of being left behind. The SDGs will be monitored and assessed through a system of 231 indicators. Many of these indicators can be localized by gathering data at the territorial level. Monitoring and evaluating progress within the SDGs poses several challenges for national, local and subnational governments, as there are many possible differences between them in terms of capacity, awareness, technologies, financing, communicating strategies and data collection. Participants will learn how to tailor M&E of SDG into national and local policies. This module will aslo focus on various approaches to monitor and evaluate SDGs at national and local level. **Case Studies** • Learning from countries' experience • Monitoring implementation of the 2030 Agenda in Estonia • A German example of local-scale monitoring **Activity** • 'Critical success factor' checklist for developing a national M&E system • Discussio on evaluation questions derived from 2030 Agenda principles • Discussion on successful experience and good practices in terms of effective monitoring and evaluation of progress for the achievement of SDGs
Learning Outcomes	• Understand the rational of undertaking M&E • Learn to integrating SDG M&E into national policy frameworks • Learn the steps in monitoring and evaluating SDG at the national and local level • Learn how to localizing the follow-up of the 2030 Agenda
Key Readings	• A Guide To Assist National And Local Governments To Monitor And Report On Sdg Goal 11+ Indicators Monitoring Framework - Definitions - Metadata - Un-Habitat Technical Support. https://www.local2030.org/library/60/SDG-Goal-11-Monitoring-Framework-A-guide-to-assist-national-and-local-governments-to-monitor-and-report-on-SDG-goal-11-indicators.pdf • Bamberger, M. (2016). Integrating big data into the monitoring and evaluation of development programmes. New York: Global Pulse/Rockefeller Foundation. https://beta.unglobalpulse.org/wp-content/uploads/2016/12/integratingbigdataintomedpwebungp-161213223139.pdf • Bamberger, M., Segone, M., & Tateossian, F. (2016). Evaluating the Sustainable Development Goals With a "No one left behind" lens through equity-focused and gender-responsive evaluations. New York: UN Women.

	https://www.evalpartners.org/sites/default/files/documents/evalgender/EN-Evaluating-SDG-web.pdf
	• Guillan-Montero, A., & Le Blanc, D. (2019). The role of external audits in enhancing transparency and accountability for the Sustainable Development Goals (No. 157). DESA Working Paper. https://www.un.org/esa/desa/papers/2019/wp157_2019.pdf
	• ITU (2019). SDG Digital Investment Framework - A whole-of-Government Approach to Investing in Digital Technologies to Achieve the SDGs. https://www.itu.int/pub/D-STR-DIGITAL.02-2019
	• Loquai, C., & Le Bay, S. (2007). Building capabilities for monitoring and evaluating decentralisation and local governance: experiences, challenges and perspectives. https://ecdpm.org/wp-content/uploads/2013/10/InBrief-19-Capacities-for-Monitoring-Decentralisation-Local-Governance.pdf
	• Sustainable Development Solutions Network. (2015). Data for development: A needs assessment for SDG monitoring and statistical capacity development. Sustainable Development Solutions Network.
	• UNDP (2017). Monitoring to Implement Peaceful, Just, and Inclusive Societies. t.ly/uoUa
Schedule	Presentation (09:00-09:30) Activity (09:30-10:00) Presentation (10:00-10:30) Activity (10:30-11:00) Presentation (11:00-11:30) Activity (11:30-12:00)
12:00-13:30	Lunch Break
13:30-16:30	**Module 4.2: Reporting SDGs**
Content	Many countries are making concerted progress and reporting on the SDGs, especially through the Voluntary National Reviews (VNR) presented annually during the High-Level Political Forum on Sustainable Development. Still, countries have also expressed that communicating the SDGs and reporting on progress is a challenge. The module will share cases of Voluntary National Review development and the challenges and solutions countries have faced in this process. Best practices in communicating and reporting progress on the SDGs will be shared for replication. The 2030 Agenda and the Sustainable Development Goals (SDGs) provide local and regional governments with an unprecedented opportunity to contribute to the achievement of global targets and participate as peers in the post-2015 vision and sense of purpose of the international community. It is argued that 65% of the SDGs could not be achieved unless local government is fully and equitably involved in implementation. Over the past few years, the localization of the SDGs has brought about huge strides in awareness, engagement and commitment at all levels of governance and, in particular, from the bottom up.[10]

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[10] https://unhabitat.org/guidance-for-voluntary-local-reviews-vol1-a-comparative-analysis-of-existing-vlrs

	Participants will also learn the key features of VLRs and a set of recommendations to invite many more local governments to undertake this effort and contribute local data, information, experiences and practices for others to learn and build upon. **Case Studies** • India – Vertical Coordination to Develop the SDG India Index 2018 • Bangladesh SDG Tracker **Activity** • Where would the participation of local and regional governments benefit the VNR process and SDG monitoring as a whole? • Your Roadmap to Reporting: Your role in the reporting process • Your Roadmap to Reporting: Involving Stakeholders
Learning Outcomes	• Learn and adapt approaches to National SDG reporting • Understand the elementary building blocks and the basic, practical information on the steps that countries may take when preparing VNRs • Provide a deeper analysis of the core principles that should underpin the VLR process, while also outlining different approaches and practical steps to undertake it • Provides specific guidance to help LRGs prepare their VLR
Key Readings	• Fernando Ortiz-Moya, Hirotaka Koike, Junko Ota, Yatsuka Kataoka, and Junichi Fujino (2020). STATE OF THE VOLUNTARY LOCAL REVIEWS 2020 —Local Action for Global Impact in Achieving the SDGs. • SDG National Reporting Initiative (2019). Achieving the sdgs with national reporting platforms. • The 2nd Local and Regional Governments Forum at the UN General Assembly (2019 Sept 27): Driving transformational change for the people and the planet from cities and regions. Available at: https://www.global-taskforce.org/2nd-local-and-regional-governments-forum-unga-driving-transformational-change-people-and-planet • The Center for Open Data Enterprise (2018). Strategies for SDG reporting. • UCLG - UNHABITAT (2020). A Guideline for Voluntary Local Reviews. • UN DESA (2020). Multi-stakeholder engagement in 2030 Agenda implementation: A review of Voluntary National Review Reports (2016-2019). t.ly/2Uhi • UN DESA (2020). VNR Handbook. • UN. Voluntary common reporting guidelines for voluntary national reviews at the high-level political forum for sustainable development (HLPF). • UNESCAP (2020). Asia and the Pacific SDG Progress Report 2020. https://www.unescap.org/publications/asia-and-pacific-sdg-progress-report-2020 • Video: Local and Regional Governments Commit to the Voluntary Local Review Declaration, SDG Action Zone during the High-Level Week. (2019 Sept 25)
Schedule	Presentation (13:30-14:00) Activity: (14:00-14:30) Presentation (14:30-15:00) Group Work (15:00-15:30) Presentation (15:30-16:00) Group Work (3:16:00-16:30)

16:30-17:00	**Day 4 Wrap up and Reflection**

Day 5: Action Plan for Accelerating Change	
09:00-12:00	**Module 5: Action Plan for Accelerating Change**
Content	The module allows time for the preparation, review, presentation, and submission of country Change Project proposals. It will allow learners to develop impact-oriented Change Projects that can also be evaluated by UN DESA through follow up in six-months or one-year post participation in the training. Countries will present their final Change Projects for UN DESA follow up at the conclusion of the module. This module also serves as the culmination of the training. The session also leads to an analysis of the learnings during the course as well as an understanding of potential changes that need to be done to the course content and methodological approach.
Learning Outcomes	• Reflection of Lessons learned as a result of the course • Review of potential follow up actions and next steps planned by country participants • Review of feedback and participant recommendations to strengthen the overall course
Schedule	09:00-12:00: Identification and roadblocks and opportunities activity
12:00-13:30	Lunch Break
13:30-16-30	**Module 5: Action Plan for Accelerating Change (Continued)**
Schedule	13:30-14:30: Completion of Change Project 14:30-15:30: Presentation on Change Project 15:30-16:30: Lessons and impressions (Key Takeaway)
16:30-17:00	**Course Evaluation by Participants & Closing Session**

Effective National to Local Public Governance for SDG Implementation

Ex-ante and Poste-ante assessment

Question 1.

Institutional arrangements as part of SDG 16 should be planned and adapted…

Before the workshop	After the workshop
A. During the implementation B. At the beginning of implementation C. I don't know	A. During the implementation B. At the beginning of implementation C. I don't know

Question 2.

The principles of effective governance highlight the need for pragmatic and ongoing improvements in national and local governance capabilities to reach the SDGs.

Before the workshop	After the workshop
A. Yes B. No C. I don't know	A. Yes B. No C. I don't know

Question 3.

The whole of government approach may not need more permanent structures, including legislation, organizational redesign, new processes and new competencies.

Before the workshop	After the workshop
A. Yes **B. No** C. I don't know	A. Yes B. No C. I don't know

Question 4.

Multi-stakeholder partnerships and platforms involving actors from government, civil society, youth, academia and the private sector are a critical mechanism for the achievement of SDG 16.

Before the workshop	After the workshop

A. Yes	A. Yes
B. No	B. No
C. I don't know	C. I don't know

Question 5.

Exclusion of non-state actors in formal governance arrangements shows commitment to a whole-of-society approach to 2030 Agenda implementation and provides a basis for collaboration across sectors.

Before the workshop	After the workshop
A. Yes	A. Yes
B. No	B. No
C. I don't know	C. I don't know

Question 6.

Please select all correct answers about wicked problems in evaluation.

Before the workshop	After the workshop
A. Localizing refers to the process of adapting, implementing and monitoring the SDGs at the local level No	A. Localizing refers to the process of adapting, implementing and monitoring the SDGs at the local level No
B. Localization is the process of taking into account subnational contexts in the achievement of the 2030 Agenda	B. Localization is the process of taking into account subnational contexts in the achievement of the 2030 Agenda
C. Elements of localization is only policy alignment at the national level	C. Elements of localization is only policy alignment at the national level
D. SDG Localization is the process of defining, implementing and monitoring strategies at the local level for achieving global, national, and subnational SDGs and targets	A. SDG Localization is the process of defining, implementing and monitoring strategies at the local level for achieving global, national, and subnational SDGs and targets

Question 7.

Countries that normally elect local and regional government enjoy a certain degree of autonomy

Before the workshop	After the workshop
A. Yes	A. Yes
B. No	B. No

C. I don't know	C. I don't know

Question 8.

Vertical policy integration refers to mechanisms that deal with the challenge of coordinating and integrating sustainable development strategies and policies across different levels of governance.

Before the workshop	After the workshop
A. Yes B. No C. I don't know	A. Yes B. No C. I don't know

Question 9.

The interests of national and local government is always harmonized.

Before the workshop	After the workshop
A. Yes B. No C. I don't know	D. Yes E. No F. I don't know

Question 10.

Critical elements for an effective implementation of the 2030 Agenda. Select the correct answer (s).

Before the workshop	After the workshop
A. Participation B. Engagement C. Consultation	A. Participation B. Engagement G. Consultation

Question 11.

Sustainable development depends on the effective decentralization of responsibilities, policy management, decision-making authority and sufficient resources, including revenue collection authority, to local authorities, closest to, and most representative of, their constituencies.

Before the workshop	After the workshop
A. Yes B. No C. I don't know	A. Yes B. No C. I don't know

Question 12.

Bringing SDGs to the national and local context is a multistage approach.
Arrange the process in order

Before the workshop	After the workshop
A. Making initial recommendations to the leadership of the national government B. Reviewing existing strategies and plans and identifying areas for change C. Formulating strategy and plans using systems thinking D. Setting nationally-relevant targets	A. Reviewing existing strategies and plans and identifying areas for change B. Making initial recommendations to the leadership of the national government C. Setting nationally-relevant targets D. Formulating strategy and plans using systems thinking

Question 13.

How many principles for Health emergency preparedness are recommended by WHO?

Before the workshop	After the workshop
A. 10 B. 8 C. 11	A. 10 B. 8 D. 11

Question 14.

Which one is the correct answer?

1. The challenge of financing the SDGs is not about more money, but a systemic issue of effective governance.

2. Financing the SDGs demands the re-orientation of how public and private actors interact with each other in a system that achieves results in the three dimensions.

3. The Addis Ababa Action Agenda, which outlines a framework for financing the 2030 Agenda, calls for integrated approaches to finance that are driven at the national level.

Before the workshop	After the workshop
A. 1 and 2 are correct B. 3 is correct C. All of the above are correct	A. 1 and 2 are correct B. 3 is correct C. All of the above are correct

Question 15.

A multi-stakeholder approach where actors participate in a meaningful way is needed to achieve effective implementation, review and follow-up of the 2030 Agenda.

Before the workshop	After the workshop
A. Yes	A. Yes
B. No	B. No
C. I don't know	C. I don't know

Question 16.

Why is reporting key for the SDGs? Select the correct answers.

Before the workshop	After the workshop
A. It serves as a way to be more transparent and accountable, both inwards and outwards.	A. It serves as a way to be more transparent and accountable, both inwards and outwards.
B. It can help strengthen coordination between agencies and between national and sub-national tiers of government, ensuring cohesive policy and effective implementation of the SDGs.	B. It can help strengthen coordination between agencies and between national and sub-national tiers of government, ensuring cohesive policy and effective implementation of the SDGs.
C. Reporting also serves as a way to be more transparent and accountable, both to the organism itself and to citizens and stakeholders.	C. Reporting also serves as a way to be more transparent and accountable, both to the organism itself and to citizens and stakeholders.
D. It provides key information, feedback and learning mechanisms at every stage of implementation. It provides scope for inclusiveness and ensuring the broadest possible range of participation.	D. It provides key information, feedback and learning mechanisms at every stage of implementation. It provides scope for inclusiveness and ensuring the broadest possible range of participation.

Change Project Template

What is Change Project?

The Change Project is an exercise which aims to apply the knowledge and the concept learned during the training workshop to real life challenges in the participant's own organization and context. It aims to identify, brainstorm, apply concepts and tools from the lessons, and draw realistic action plans to address the challenge in localizing the SDGs.

How does it work?

Prior to beginning of the training workshop, the participants are asked to select a project that s/he would like to implement upon a completion of the training. The Change Project can be focused either on the specific development challenge or on creating institutional/organizational changes towards implementation of SDGs. The individual project will be shared by each participant on the first day of the workshop. Throughout the workshop, the Change Project will be gradually developed with reference to each day's learning.

In a course of the week, participants will have a chance to connect the Change Project to the SDG targets, revisit objectives and actions for implementation as well as further strategies for engaging stakeholders, think about funding, monitoring and communication.

The template is for developing the Change Project and to guide the thought process. The template is a suggestion with minimum components and can be modified to suit each participant's Change Project.

Change Project Title:

1. Major Theme of the Change Project (Pre-training)

Please briefly describe the major theme of the Change Project.

2. Context & Objectives (Pre-training)

Please explain the general context for developing this Change Project and its overall objectives.

3. Implementing Agency (Pre-training)

Please specify the focal team/unit/organization for implementing the Change Project.

4. Context & Objectives (Pre-training)

Please explain the general context of a challenge your team/unit/organization face and the overall objectives of your Change Project.

5. Problem/Situation Analysis (Pre-training)

Please provide a short analysis about the relevant policy issues that could be influenced by the Change Project. This may include the analysis on the underlying causes of varied problems and the challenges in addressing such problems.

6. Expected Achievements and Outcomes (Pre-training)

Please elaborate expected achievement or outcomes from implementing the Change Project in different stages, in alignment with broad national objectives of economic development, environment protection and social progress.

7. Specific Actions to Initiate, Design and Manage the Change Project (Pre-training)

Please specify concrete actions/activities to achieve the goals.
A)
B)
C)
D)
E)

8. Duration & Time Plan (Pre-training)

Please indicate the duration of implementing the Change Project and an indicative time plan. Please indicate specific time plan (Monthly, Quarterly, etc.) for implementing each action/activity of the Change Project.

9. Institutional Arrangements (Module 2.2 & 2.3)

Please indicate institutional arrangements in implementing the Change Project. Please also elaborate on specific mechanism/policy initiatives to engage other whole-of-government approach.

10. Engagement of Other Stakeholders (If applicable) (Module 2.4)

Please indicate relevant stakeholders (e.g. academia, civil society organizations, IT businesses and etc.) to be engaged in implementing the Change Project. Please also elaborate on specific mechanism/policy initiatives to engage other stakeholders (if such mechanism or initiatives are currently in place)

11. Partnership with other Member States (If applicable) (Module 2.3 & 2.5)

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

12. Expected support from UN DESA (If applicable) (Module 2.3 & 2.5)

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

13. Integration for Policy Coherence (Module 3.2 & 3.3)

Please indicate how do you vertically and horizontally integrate policies to implement the Change Project. Please also indicate the process of consultation process for policy formulation.

14. Localization from National to Sub-National (Module 3.4 & 3.5)

Which approach will you use to localize your policy (national to local)? How do you strengthen local government? Please also indicate how will you tailor policy to National, Sub-national and Local Contexts, especially during the planning and implementing process.

15. Resources (e.g. financial, technical and human resources) (Module 3.7)

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

16. Human Resources, including Change of Mindset, Skills and Capacities (Module 3.7)

Please indicate the current human resources available for implementing the Change Project and the additional human resources expected to be needed. Please indicate capacity/training needs.

17. Monitoring & Evaluation and Reporting (Module 4)

Please indicate/elaborate the mechanism and approach to monitoring and evaluating progress of the Change Project, which may be supported by specific measurable indicators which could be produced on a regular basis at different stages. Please also indicate how will you coordinate between agencies to report the progress.

18. Expected Challenges & Solutions (Module 5)

Please elaborate on challenges envisioned in implementing the Change Project and possible solutions.

19. Role of the Workshop Participant & Next Steps

Please describe the role of yourself in designing and implementing this Change Plan. What are your responsibilities and tasks? Would you need additional skills or support? What are the next steps after this workshop?

20. Sustainability of the Change and Its Impact

Please explain what efforts can be made to ensure that change(s)/action(s) are sustainable at the national and local levels?

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

Contact Details

     Name: ……………………………………………………..…..

     Position/Job Title: …………………………………………..

     Email: ……………………………………………………..…..

     Department/Organization: …………………………………......

     Country: …………………………………………………..…

Annex IV – Evaluation Form Template

Evaluation Questionnaire

As a follow-up assessment on the training workshop just organized, UNDESA/ DPIDG/UNPOG would like to solicit your feedback on how to ensure measurable and sustainable impact of the course on your country/organization/institution and your personal learning objectives. Your suggestions and comments will help better develop the training course to meet your capacity development needs. It would be greatly appreciated if you could kindly send your feedback and comments.

1.General Evaluation

Please answer by ticking accordingly:

Session	Strongly agree	Agree	No impact	Disagree	Strongly disagree
The training helped me establish increased knowledge of strengthening public institutions to facilitate more coherent implementation of SDGs, while supporting greater integrated public governance, including through planning, policymaking and finance practices, between national and local authorities that is relevant to my national context					
I had an opportunity to discuss the concept of sustainable development, be able to see how it translates into realities of the communities and relate development plans to SDGs					
I gained new ideas on approaches and experiences of other countries on better integration of the SDGs at national and local level.					
I gained new ideas and increased my knowledge on practical methods and good practice in planning and implementing sustainable development policies and programs.					
I had an opportunity to take different positions with regards to sustainable development principles and practices.					
I learned about the core importance of enabling effective governance to implement the SDGs – from national to local levels.					
I increased my knowledge on aligning national to local planning for shared progress.					
I increased my knowledge on implementing identified plans and strategies: national to local policy coordination.					
I learned about effective public budgeting and financial management for SDG implementation.					
I learned about transformative development in SDG implementation and reporting progress.					

2. Learning Objectives

Please rate the learning objectives according "degree of success to which the objective was met in the training".

Training objective	Criteria Degree of success to which objective was met in event	Rating				
		Fully Successful	**Mostly successful**	**More or less successful**	**Partially successful**	**Not successful**
I increase knowledge on the principles for effective governance and institutional barriers and solutions to advance effective national to local institutions for sustainable development	**Comments**					
I increase knowledge on applying whole-of-government and systems-thinking approaches for strengthening vertical coordination and aligning national to local planning to accelerate progress on the Sustainable Development Goals	**Comments**					
I increase knowledge on applying whole-of-society and design thinking concepts for national to local planning to ensure effective stakeholder engagement in public governance and leave no one behind	**Comments**					
I learned how to align short vs. long term considerations in national to local planning and						

policymaking for the SDGs; 5. Describe how to align public budgeting with sustainable development targets and how to integrate financing innovations to advance local SDG implementation	**Comments**					
I increase knowledge on evaluating and accelerating SDG implementation at local level while communicating progress	**Comments**					

3. Value/benefits of the content of the Training

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Information presented in this Training was new to me.					
The content of the Training is relevant to my job					
It is likely that I will use the information acquired in this Training					
Overall, the Training was very useful.					
What topics were of most interest to you?	1. 2. 3.				
What topics were not of most interest to you?	1. 2. 3.				
Comments					

4. Methodology

The methodology used in this Training was the following: Expert presentations, country cases, applied interactive exercises and discussions for peer-to-peer learning and comparative exchange.

Please rate the effectiveness and appropriateness of the methodology used.

Methodology	Rating				
	Extremely	Mostly	Not sure	Partially	Not
Effectiveness of methodology					
Appropriateness of methodology					

What parts of the methodology were most beneficial for you?

☐ 1.   Self-Assessment

☐ 2.   knowledge sharing on challenges, achievements, and success cases

☐ 3.   Country commitments

☐ 4.   Change Project

☐ 5.   Others: Please specify:

Comments	

5. Delivery (Presenters/facilitators)

How effective was (were) the facilitator(s) in terms of presenting information and in terms of responding to participants?

Did the facilitators and other staff meet your expectations in:

Delivery of presentations/facilitation	Rating				
	Extremely	Mostly	Neutral	Partially	Not
Effectively communicating and presenting information					
Effectively responding to participant questions and learning needs					
Summarizing discussions / presentations					
Promoting participation of all learners and stimulating their involvement					
Please note up to three of the preferred presenters or resource persons that were most notable or relevant to you and your job functions?					
Comments					

Did support staff at the training meet your needs and expectations in:

Support in Training	Rating				
	Extremely	Mostly	Not sure	Partially	Not
Coordinating and communicating information					
Responding to participants questions and needs					
Describe Training material(s) provided					
Comments					

6. Follow-up commitments

What 3 things do you plan to do or have already done as a follow up to your participation in this Training?	

Responding to participants questions and needs	Extremely ☐	Very likely ☐	Not sure ☐	Hardly Likely ☐	Not ☐

Do you foresee any challenges or obstacles in applying information/knowledge/skills acquired in this Training into practice? If so, please describe the challenges.	
If so, in what ways could UN DESA, and partners be of assistance in addressing such challenges?	

7. Event Structure and Logistics

	Rating				
	Extremely	Mostly	Not sure	Hardly	Not
Do you think the time allocated for discussion and Q&A sessions were sufficient?					
Comments or Suggestions					
Do you think the time allocated for knowledge sharing and networking sessions was appropriate?					
Comments					
Do you think the <u>overall length</u> of the Training was appropriate?					
Comments or Suggestions					
How satisfied were you with the Training's logistics?					
How satisfied were you with the Training's conference facilities?					
Comments or Suggestions					

8. Follow up and Overall satisfaction rating of the event

	Entirely ☐	Mostly ☐	More or Less ☐	Hardly ☐	Not Satisfied ☐
Overall, how satisfied were you with the Training?					
Would you <u>recommend</u> the Training to a colleague?	Yes ☐ May be ☐ No ☐				
Why? Or Why not?					

What other topics were not covered that you think are useful to further develop your knowledge, skills, and competencies?	
Please share three proposals on future topics you would like to see addressed through similar in-person or online training.	1. 2. 3.

- To ensure constant improvement of our capacity development activities and country outreach, what were some of the challenges you experienced during the Training, substantially, administratively or logistically?

- Please share any general comments / suggestions on improving the Training for future audiences

- Additional comments and suggestions for organizers

- What type of capacity building activities would you like to see more of from the organizers in the future?

[ ]

- Do you see a need for advisory services/a follow-up national workshop on National to Local Public Governance in your country?

[ ]

- What was the best/most useful element of the workshop you attended?

[ ]

CONTACT INFORMATION

Full Name:	
Title:	
Country:	
Organization:	
Email:	
Phone:	

Thank you for your participation!

Annex V – Post Event Email Follow up Template

Follow up Email Subject | *DATE*

LOGOS

We want to extend a special thank you to the xxxx __PARTNERS ___for their co-organization of EVENT NAME and a thank you to all ____OTHER PARTNERS____.

We summarize here some of the key national findings and lessons presented by Member States

COUNTRY NAME – Institution Represented

policy or progress presented summary (one sentence)

INSERT EVENT PHOTOS

Please contact us at Email

Use the official hashtag #EVENTNAME
Join the conversation and follow us on socialmedia @UNDESA

Annex VI – Impact Evaluation Form (6 months After)

Impact Evaluation Form

As a follow up to the training on **Effective National to Local Public Governance for SDG Implementation**, we value your feedback and would like to solicit your insights on the impact of the training for your organization or country. Your suggestions will assist us to develop our future capacity development programmes to better meet your needs for achieving the 2030 Agenda.

1). Since your participation in the training, have there been any follow up activities or actions that you took as a result?

2). Six months after the training, what knowledge, concepts or ideas have you retained most?

3). Do you feel that the training imparted useful knowledge, skills, or networks for your professional or institutional needs?

    □ **Yes**
    □ **No**

4). If you answered yes, please elaborate on how your participation in the training benefitted your institution.

5a). At this time, do you feel you could benefit from further training related to Effective National to Local Public Governance for SDG Implementation?

    □ **Yes**
    □ **No**

5b). If you answered yes, please state what topics your institutions would most benefit from in terms of further training?

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6a). For future capacity development, please choose the types or methods you would prefer from the choices below.

- □ Online distance learning through webinars
- □ Online distance learning through multi week courses (e.g. 4-week courses)
- □ Face to face short trainings of 3 - 5 days
- □ Face to face conferences, symposium, seminars, and similar networking events
- □ Other

6b). If you selected other, please specify the types or methods you would prefer?

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Contact Information (Optional)

Name:_____

Department/Organization:_____

Country:_____

Annex VII – Agenda of the Curriculum Courses on Governance for the SDGs