Module 3 – Planning
Submodule 3.1
Identification of Target Areas
[beta version]
Thus far, you have learned about...

2.1 SDGs – introduced you to the concept and principles of SDGs and the relation with e-government;

2.2 E-Government Fundamentals – introduced you to the background and objectives, and key factors and areas of e-government;

2.3 E-Government Survey – introduced you to the fundamentals and methodology of the e-government survey;

2.4 Data – introduced you to the definitions of, and strategy for implementing and sustaining Open Government Data;

2.5 E-Participation – introduced you to the concept of e-participation, its significance and how it helps achieving SDGs.
In this section you will learn...

### How to conduct an Environmental Analysis?
- PESTEL Analysis
- SWOT Analysis
- Accelerator and Bottleneck Assessment
- Existing Mechanisms

### How to align to SDGs?
- Desk Research
- Field Research

### How to deal with Gaps?
- Data Gaps
- Policy Gaps
- Implementation Gaps
Objective

By the end of this submodule, you will be able to:

✓ Conduct environmental analysis for SDG target identification and selection
✓ Identify your gaps
✓ Reach an understanding of your operational environment
Completion time

• In total there are around 40 pages for this submodule. It will take approximately 60 to 90 minutes for each user to complete. This is an indication and can differ per user.

• Feel free to skip some parts of this submodule if you are already familiar with the content.
Other Information

- You can read along (PDF) as well as listen to the content (audio) while taking this course;

  - Course material (PDF) can be downloaded in the Moodle folder
  - Audio can be streamed on the corresponding slide on Moodle

Let’s start!
An environmental analysis helps:

- Setting the scene
- Creating a (action) plan
- Decision-making
- Getting a larger team on the same page
PESTEL & SWOT

PESTEL:
- Government policies
- Economic growth
- Population growth rate
- Level of innovation
- Environmental policies

SWOT:
- Political stability
- Exchange rates
- Age distribution
- Automation
- Employment laws

PESTEL:
- Foreign trade policy
- Unemployment rates
- Health consciousness
- Research & Development activity
- Antitrust laws

SWOT:
- Trade restrictions
- Disposable income
- Lifestyle attitudes
- Technological awareness
- Consumer protection laws

PESTEL:
- Government policies
- Economic growth
- Population growth rate
- Level of innovation
- Environmental policies

SWOT:
- Political stability
- Exchange rates
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- Automation
- Employment laws
PESTEL Analysis

- **Political**
  - Government policy
  - Political stability
  - Foreign trade policy
  - Trade restrictions

- **Economical**
  - Economic growth
  - Exchange rates
  - Unemployment rates
  - Disposable income

- **Social**
  - Population growth rate
  - Age distribution
  - Health consciousness
  - Lifestyle attitudes

- **Technological**
  - Level of innovation
  - Automation
  - Research & Development activity
  - Technological awareness

- **Environmental**
  - Environmental policies
  - Weather
  - Climate
  - Climate change

- **Legal**
  - Employment laws
  - Antitrust laws
  - Consumer protection laws
  - Health and safety laws

Source: PESTEL analysis (Business-to-you 2016)
PESTEL – Example (relating to Big Data)

- **P** - Transparency, access and use of data sources
- **E** - Competitiveness of EU farming
- **S** - Lack of transparency of data
- **T** - Data management for decision making
- **E** - Climate change/weather
- **L** - Competition Law Violation

- **Protection of privacy**
- **Fuel consumption in Fishery**
- **Lack of perceived advantages to the use of big data**
- **Big data technologies**
- **Fishes endangerment**
- **Consumer Sentiment**

Source: PESTEL of big data (DataBio 2017)
Let’s take a break!

Are you up for a challenge?
PESTEL – Activity

INSTRUCTIONS for conducting a PESTEL analysis

1. Gather 1-6 persons for initial research and analysis on all PESTEL areas

2. Spend 1-2 hours together for review, expansion and ranking of PESTEL area inputs

Estimated duration: 1 hour to full day when including SWOT analysis

See annex for possible PESTEL factors
SWOT Analysis

Achieving objectives

Favourable

Unfavourable

Internal origin

Strengths

Weaknesses

External origin

Opportunities

Threats
Example of SWOT analysis for Nigeria on its digital market  (Source: Frost and Sullivan 2018)
**SWOT – Example 2**

<table>
<thead>
<tr>
<th>Priority areas/sectors*</th>
<th>Opportunities</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>- Global data production and analysis of large quantity of data</td>
<td>- Unreliable Internet and data networking system</td>
</tr>
<tr>
<td></td>
<td>- Healthnet (starting of networking of health centers)</td>
<td>- Budget limitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lack of Capacity/skills</td>
</tr>
<tr>
<td>Education</td>
<td>- Emerging of very active and innovative youngsters</td>
<td>- Lack of enabling infrastructure (internet, electric, school building, roads to schools)</td>
</tr>
<tr>
<td></td>
<td>- New educational road map establishment</td>
<td>- Inadequate Capacity/skills (lack of effective teaching service and related administrative services)</td>
</tr>
<tr>
<td></td>
<td>- Access to online education resources</td>
<td>- Inexperienced in E-services</td>
</tr>
<tr>
<td>Finance</td>
<td>- Existing of ATM banking system</td>
<td>- Lack of enabling Infrastructure</td>
</tr>
<tr>
<td></td>
<td>- Starting of Mobile banking system</td>
<td>- Lack of e-commerce policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Budget limitation</td>
</tr>
<tr>
<td>Agriculture</td>
<td>- It is base for the existing economy,</td>
<td>- Lack of Capacity/skills</td>
</tr>
<tr>
<td></td>
<td>- Investment opportunities (it will bring many opportunities in the e-service)</td>
<td>- Lack of enabling infrastructure (internet, electric, road for mechanized farm)</td>
</tr>
<tr>
<td></td>
<td>- It is the starting point for the intended industrial led economy</td>
<td>- Budget limitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- E-services awareness gaps</td>
</tr>
</tbody>
</table>

*Table is modified for learning purposes. (Source: UNDESA, 1st Ethiopia Workshop, 2018. Discussion outcomes facilitated and compiled by Sebsibew Atikaw.)
Let’s take a break!
Are you up for a challenge?
SWOT – Activity

INSTRUCTIONS for conducting a SWOT analysis

1. Gather 8-12 persons from various backgrounds
2. Brainstorm in group format
3. Identify and rank the various factors and elements
4. Create a summary and action plan based on the analysis
5. Distribute the summary to all related partners and participants

Estimated duration: 1 hour to full day when including PESTEL analysis

Ask a facilitator to guide the process
Use a flip chart with post-its
SDG Accelerator and Bottleneck Assessment (ABA)

Step 1: Identifying ‘accelerators’ and drivers that enable progress across the SDGs

Step 2: Identifying and prioritizing interventions that drive progress on the accelerator

Step 3: Identifying and prioritizing bottlenecks to acceleration

Step 4: Identifying and prioritizing bottleneck solutions

Step 5: Preparation of an implementation and monitoring plan for bottleneck solutions

Source: ABA tool steps (UNDP 2017)
# Focus and Use

## PESTEL

**FOCUS**

- Broad focus on political, economic, social, technological, environmental and legal factors

**USE**

- When an objective is not clearly defined yet
- When there is need for exploring

## SWOT

**FOCUS**

- Focus on favourable and unfavourable aspects of achieving an objective with both internal and external origins

**USE**

- When an objective is clear and understanding of it is clear

## ABA

- Identifying catalytic policy/programme areas (accelerators) that can trigger positive multiplier effects across SDGs, and solutions to bottlenecks

**USE**

- When it is intended to start analysing from SDGs’ standpoint
- Can be used as a complementary tool to PESTEL and/or SWOT
Using Existing Mechanisms

For Example:
- E-Government Survey
- OECD Going Digital Toolkit

Using Existing Mechanisms → Target Identification

Combined Analysis
SDG Alignment Map

Identified Targets

Targets aligned to SDGs
The 2030 Agenda and You

In what ways has your government responded to the 2030 Agenda?

• Has it accepted the 2030 Agenda?
• Has it enabled policies and environments to effectively implement the SDGs?
• Have the key government ministries implemented SDGs?
• How are the UN offices in the country (if any) supporting the government in implementation of the agenda?
### Desk Research - ‘Traditional’ Mapping Exercise

<table>
<thead>
<tr>
<th>Priority areas</th>
<th>Identified SDG</th>
<th>Identified SDG indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>Healthy lives and well-being for all (#3)</td>
<td>- Maternal mortality ratio</td>
</tr>
<tr>
<td></td>
<td>- Reduce maternal mortality 70 per 100,000 (#3.1)</td>
<td>- Proportion of births attended by skilled health personnel</td>
</tr>
<tr>
<td></td>
<td>- End preventable deaths of newborns and children under 5yrs (#3.2)</td>
<td>- Under five mortality rate</td>
</tr>
<tr>
<td></td>
<td>- Half the number of deaths and injuries from road traffic accidents (#3.6)</td>
<td>- Neonatal mortality rate</td>
</tr>
<tr>
<td></td>
<td><strong>Goals</strong></td>
<td>- Death rate due to road traffic injuries</td>
</tr>
<tr>
<td></td>
<td><strong>Targets</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inclusive, quality and lifelong education (#4)</td>
<td>- Proportion of children and young people in grades, least achievement of minimum proficiency levels at end of primary, secondary education</td>
</tr>
<tr>
<td></td>
<td>- Ensure all girls and boys complete free, equitable and quality primary and secondary education (#4.1)</td>
<td>- Participation of youth and adults in formal and non-formal education and trainings with ICT skills</td>
</tr>
<tr>
<td></td>
<td>- Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education (#4.3)</td>
<td>- Proportion of youth and adults with ICT skills</td>
</tr>
<tr>
<td></td>
<td>- Sustainable increase the number of youths and adults who have relevant skills for employment, decent jobs and entrepreneurship (#4.4)</td>
<td></td>
</tr>
</tbody>
</table>

Mapping for health and education (Source: UNDESA, 1st Ethiopia Workshop, 2018)
Desk Research

ABA Tool

Existing Reports
# Desk Research – Using Existing Reports – Case: Ethiopia

## National Initiatives: ICT Goals alignment with the National Plan GTP2 Goals

<table>
<thead>
<tr>
<th>The 9 MCIT GTP II Strategic Pillars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrade Gov. Electronic Services</td>
</tr>
<tr>
<td>Facilitate Transparency and Accessibility of Govt Processes</td>
</tr>
</tbody>
</table>

Source: Tolla, 1st Ethiopia Workshop, 2018
Desk Research – Bangladesh Case

Source: UNDP 2017

Field Research

Need Assessment in the Field

- Provides a bottom up approach
- Allows better implementation of policies
Field Visits – Case: Bangladesh

- Field visits provide first-hand knowledge of how SDG action plans are implemented
- Lessons from grassroots SDG practices provide unique insights

Cases
- SDG 8.6.1 – NEET Population
- SDG 8.10.1 & 8.10.2 – Financial Inclusion

Source: Ashraf, 2nd Bangladesh Workshop, 2018
Field Research – Organise a Workshop

Source: UNDESA, 1st Bangladesh Workshop, 2017
### Field Research – Workshop example

<table>
<thead>
<tr>
<th>Priority Area*</th>
<th>SDG Goals</th>
<th>Targets</th>
<th>Indicators</th>
<th>Action Points</th>
</tr>
</thead>
</table>
| Ensuring Food Security | Goal 2 | 2.3 | 2.3.1, 2.3.2 | • Create a registry of small scale producers  
• Define methods of reaching them and implement the methods  
• Introduce and expand efficient production systems and mechanisms |
|  | | 2.4 | 2.4.1 | |
| Natural Environment Preservation | Goal 13 | 13.1 | 13.1.1 | • Create a consistent mechanism of awareness creation on environmental protection  
• Improve law and regulation enforcement capacity |
|  | | 13.2 | 13.2.1 | |
|  | | 13.3 | 13.3.1 | |
|  | | 13.b | 13.b.1 | |
| Value Addition on Agricultural Products | Goal 9 | 9.3 | 9.3.1 | • Facilitate financial availability by enabling nearby microfinance organizations over the country |
|  | | 9.3.2 |   | |

Source: ICTs for agriculture sector  (UNDESA, 1st Ethiopia Workshop, 2018)

* Table is modified for learning purposes. Discussion outcomes facilitated and compiled by Eyob Alemu as conducted during First National Workshop in Ethiopia in October 2018
Data (Gaps)

Source: Domo n.d., ‘Data Never Sleeps’.

Source: Domo n.d., ‘Data Never Sleeps 4.0’.
Evidence-based Decision Making

Data Interpretation

- Before using data objective should be defined clearly
- Core factors must be explored before using data
- 5W1H (who, what, where, when, why, how)

Source: Hossen 2018
Evidence-based Decision Making

Gathering Information
Assess Status and Progress
Identify the Gaps
Data Collection and Analysis
Policy and Strategy Development supporting intervention
Targeting and Intervention
Feedback and Controlling

Source: Hossen 2018
Evidence-based Policy Tools – two cases

Policy Development Process and the Use of Evidence-based Policy Tools (Civic Service College 2019)
Gaps

• Data gaps
• Policy gaps
• Implementation gaps
Data Gaps

The lack of data and indicators

Collect information!
By bridging data gaps...

- Data based decision making can be done better
- ICT initiatives can be better developed
- Target areas can be better served
Mapping your Data

It is useful to identify..
- How many datasets do we have fully?
- How many datasets do we have partially?
- How many datasets we do not have?
Bridging Data Gaps: Existing Structures and Mechanisms

1. Request data at National Statistical Offices (NSOs), who collect, compile and release official statistics
2. Request data from other national data providers
3. Request data from UN agencies
4. Request data from international organizations and civil service organizations
Bridging Data Gaps: Collecting new data

- Surveys
- Focus Groups
- Observations
- New sources of data

Source: GPSDD 2016
**Policy Gaps**

**Policy**: “the interlinked set of governing principles and goals, and the agreed programs of action to implement those principles and achieve those goals” (UN Intellectual History Project 2009)

By performing a policy gap analysis, it helps:

- Project teams to analyze policies under which the project is subject to
- Project teams to gain insight in the impact of policies on their project
1. Explain and clarify on project scope’s purpose

2. Identify and summarize key policy documents providing guidance on project

3. Identify possible areas of concern/ambiguity

4. Clarify issues that can be resolved quickly

5. Determine follow-up action

Source: UNHCR 1999
Bridging Policy Gaps: Effective Planning – Policy Gap Analysis

1. Identify problems that need to be addressed

2. Review the problems in terms of what is needed to solve them

<table>
<thead>
<tr>
<th>Prioritized problems</th>
<th>Is there a solution for the problem under question? (yes/no)</th>
<th>If there is no solution in sight, what measure(s) is/are needed to solve the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Additional expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Commitment from key actors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Policy decision(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other reasons(s)</td>
</tr>
</tbody>
</table>

Source: UNHCR 1999
Implementation Gaps

- Lack of readiness among stakeholders
- Shortage of awareness among youth and adults about ICT education
- Fiscal constraints
- Lack of clear definition of ICT skills
- Inadequate high-quality ICT training facilities
Let’s take a break!

Are you up for a challenge?
Gaps – Activity

GUIDING QUESTIONS for finding DATA GAPS

What data do you have?
- Is data disaggregated?
- Have you fully made use of your data?
- Are you sharing your data?

What data do you need?
- Who are your data partners?
- How can you strengthen your individual and institutional capacities in data and statistics?
- Is there data leadership/stewardship in your institution?

How to tackle the challenges of lack of data, lack of disaggregated data, lack of understanding data?
Mapping your Data – Case Pakistan

<table>
<thead>
<tr>
<th>Codes</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standards available data available</td>
</tr>
<tr>
<td>2a</td>
<td>Standard available computation required</td>
</tr>
<tr>
<td>2b</td>
<td>Standard available data irregularly available</td>
</tr>
<tr>
<td>2c</td>
<td>Standard available, data not available, minor effort</td>
</tr>
<tr>
<td>2d</td>
<td>Standard available, data not available, major effort</td>
</tr>
<tr>
<td>3a</td>
<td>Standard not available, data is reported by few agencies</td>
</tr>
<tr>
<td>3b</td>
<td>Standard not available, data not available, minor effort</td>
</tr>
<tr>
<td>3c</td>
<td>Standard not available, data not available, major effort</td>
</tr>
<tr>
<td>3d</td>
<td>Standard not available, data is reported, national standards are available</td>
</tr>
<tr>
<td>8</td>
<td>Global Indicator</td>
</tr>
</tbody>
</table>

Example for coding identified gaps (Planning Commission of Pakistan and UNDP 2017)
Mapping your Data – Case Bangladesh

Availability of data for monitoring SDGs indicators in Bangladesh

- **63** Readily Available
- **70** Partially Available
- **108** Not Available

* 9 Indicators serves more than 1 targets

Source: Hossen 2018
Bridging Data Gaps: Stakeholders & Partners

Source: Hossen 2018
Conclusion

• To identify relevant target areas, an analysis of an organization and/or its environment is essential;

• By linking the target area with the SDGs, the objectives of your target area becomes clearer and the chances of success increase;

• To make both proper decision making as well as implementation, it is essential to be well informed. To do such, the availability of data is crucial.
Congratulations!
You have reached the end of submodule 3.1 on the Identification of Target Areas.
Thank you for joining us in this exciting journey.

Under this submodule, you:

✓ were introduced to conduct environmental analyses for SDG target identification and selection
✓ identified any existing data gaps
✓ reached an understanding of your operational environment

You may proceed to the next submodule 3.2 on Stakeholders & Partnerships
Contact us for inquiries or questions

DPIDG@un.org
Or post your questions/comments in the forum!

Please note that this is a beta version. We appreciate your feedback so we can further improve our toolkit

Acknowledgement
The toolkit DiGIT4SD (beta version) was developed under the general guidance of Juwang Zhu and Vincenzo Aquaro. The conceptual framework and overall content development of the toolkit was guided and facilitated by Wai Min Kwok and Olivia Lin. This submodule was developed by Olivia Lin and reviewed by Wai Min Kwok. Substantive contributions were made by Yihan Li.

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