



METHODOLOGICAL GUIDE

on planning for the
implementation of the
2030 Agenda in Latin America
and the Caribbean



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**Methodological guide on planning for the
implementation of the 2030 Agenda in
Latin America and the Caribbean**



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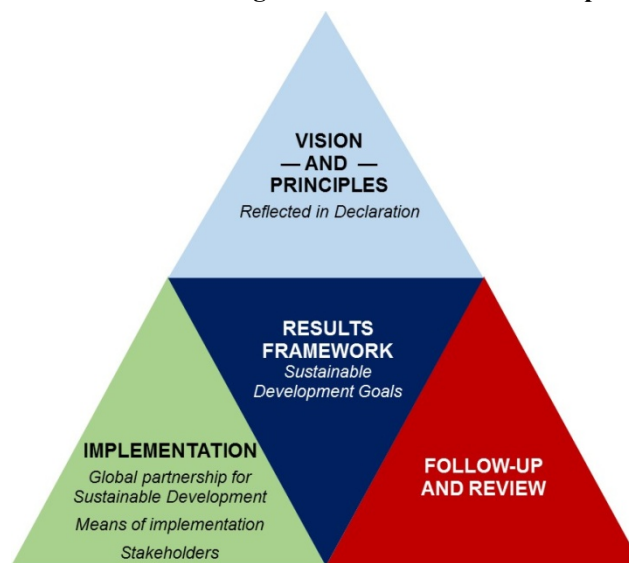
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Introduction

In September 2015, following extensive intergovernmental negotiations combined from a wide range of actors, the States Members of the United Nations adopted the 2030 Agenda for Sustainable Development. This development agenda is a road map for countries to move towards sustainable development, putting people at the centre, in accordance with a rights-based approach within the framework of a renewed global partnership.

This new proposal for the future was built on the lessons learned in the implementation of the United Nations development agenda beyond 2015, leading to a more ambitious and complex agreement incorporating a vision, principles, an implementation strategy and a framework for global review with a view to providing a universal and comprehensive agenda for achieving sustainable development.

Diagram 1
Elements of the 2030 Agenda for Sustainable Development



Source: United Nations Institute for Training and Research (UNITAR).

The 2030 Agenda established a results framework comprising 17 Sustainable Development Goals (SDGs), 169 targets and 232 indicators. The 2030 Agenda is **universal**, in that all must enjoy the benefits of development and all countries have a responsibility to implement it; **indivisible**, in that the 17 Goals must be treated in their entirety and not as a list of individual goals; **integrated**, in that it balances the three dimensions of development: the economic, social and environmental; **civilizing**, because it makes eradicating extreme poverty an ethical imperative and places dignity and equality at the centre; and **transformative**, as it requires alternatives to the “business as usual” approach in order to achieve sustainable development. Equal rights and gender equality are included throughout the 2030 Agenda, the ownership and implementation of which require a multi-stakeholder approach.

The role of the Economic Commission for Latin America and the Caribbean (ECLAC) is to accompany and support the region in the implementation and follow-up of the 2030 Agenda. In that regard, it has identified four priorities:

- (i) Strengthen the regional institutional architecture, making the most of both existing instances and the Forum of the Countries of Latin America and the Caribbean on Sustainable Development.
- (ii) Enhance analysis of the means of implementation of the 2030 Agenda at the regional level.
- (iii) Support the integration of the Sustainable Development Goals into national development plans and budgets.
- (iv) Promote the integration of the measurement processes necessary to build SDG indicators into national and regional strategies for the development of statistics, as well as the consolidation of national statistical systems and the governing role of national statistical offices.

As part of this support to the region, ECLAC has developed this methodological guide with the main objective of proposing conceptual and practical inputs to enable countries to develop strategies, be it at national or subnational level, for implementing the 2030 Agenda¹ and achieving the Sustainable Development Goals in line with their priorities and planning processes.

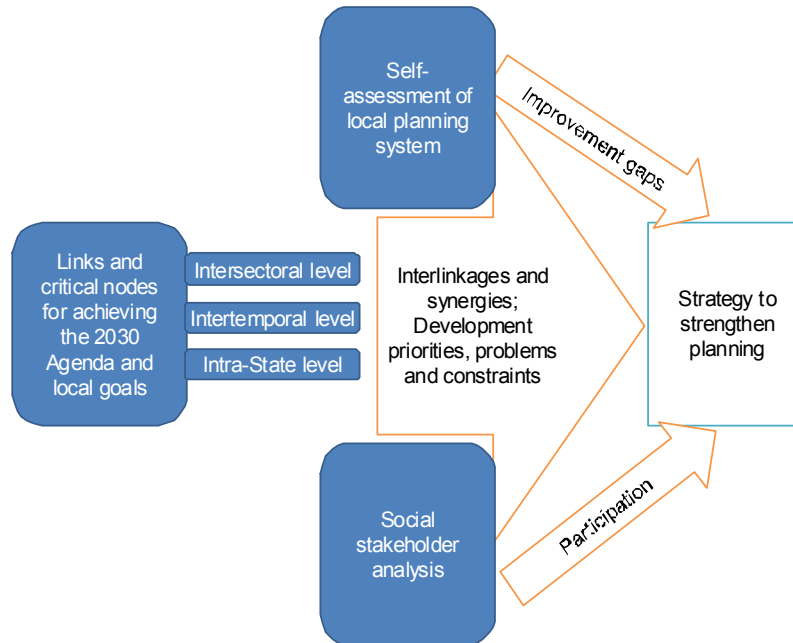
The methodology is seen as a key element, related to the idea that each country will work towards the implementation and fulfilment of the SDGs in accordance with their priorities, capacities and resources. It should be borne in mind that mainstreaming and implementing SDGs in planning processes also help to strengthen agreements and to harmonize the discourse of government agencies, disseminate the global commitments undertaken by the country, improve communication on the SDGs, and finance initiatives, among others.

This document presents general guidelines for developing practical exercises as part of the training course on planning-based strategies for the implementation of the 2030 Agenda. This methodology makes it possible to rapidly and collectively define a set of strategic guidelines for strengthening planning, thus facilitating the implementation of the 2030 Agenda.

The guide is organized as follows: section II provides a brief description of planning as a means of implementation of the 2030 Agenda and identifies the main challenges to be addressed for these long-term goals to be achieved; section III then highlights the integrated nature of the 2030 Agenda, pointing to the interlinkages between the various Goals and looking at how the achievement of one Goal lead to the achievement of others and how, based on that analysis, priorities can be defined with due regard for the concept of an integral whole presented in the 2030 Agenda. These two basic conceptual elements —planning challenges and the integrated nature of the 2030 Agenda— were the foundation for the methodological phase of the workshops, which are presented in section IV. This section includes practical exercises that can be used to identify critical nodes and links in SDGs in a specific context and apply them to planning systems, and to identify the key actors and their roles in the process. These exercises provide the elements needed to devise a strategy for the implementation of the 2030 Agenda in the context of a particular country or region.

¹ The documents and revised methodologies that are suggested for further reading are provided in annex A1.

Diagram 2
Phases of the guide: defining a planning-based strategy for the implementation of the 2030 Agenda for Sustainable Development



Source: Prepared by the authors.

It must be determined to what extent the challenge of incorporating the 2030 Agenda into planning processes has been shaped by a regulatory framework in which there has been universal consensus on a set of elements and goals that lay the foundations for a development model.

This purpose of this guide is to transform the 2030 Agenda into a tool that can enhance national and subnational development goals and ensure their achievement in a more efficient and equitable manner. The proposed methodology presented herein is an initial attempt to incorporate the key elements of the 2030 Agenda for Sustainable Development into planning.

The application to each specific situation requires the extension or scaling of the analysis of the Goals and targets, based on their relevance to the context. The experience gained in applying this guide has shown that the best results and greatest stakeholder involvement are obtained through a participatory and multisectoral approach that integrates authorities and officials not only from the government, but also from the legislative and judicial branches. Involving a wide range of stakeholders achieves several objectives, from raising awareness and building confidence among them to valuing the transition towards sustainability. The commitment also serves as a basis for the collection and analysis of information through a myriad of experiences, knowledge, perspectives and aspirations. Thus, it helps to address perceived risks, while improving accountability, legitimacy and ownership of the change process. Perhaps most importantly, stakeholder participation helps to achieve trade-offs, manage conflict and build partnerships and synergies, all of which are essential for the transformation towards sustainability.

This guide defines the inputs needed to identify the elements that must be given priority in implementation management processes, including budget components, regulatory frameworks, organizational structures and staff management systems, among others.

I. The role of planning as a means of implementation of the 2030 Agenda for Sustainable Development

United Nations General Assembly resolution 70/1 entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, makes special mention of the role of planning and the adaptation of the 2030 Agenda to national realities:

- Targets are defined as aspirational and global, with each Government setting its own national targets guided by the global level of ambition but taking into account national circumstances. Each Government will also decide how these aspirational and global targets should be incorporated into national planning processes, policies and strategies” (United Nations, 2015b, para. 55).
- We encourage all Member States to develop as soon as practicable ambitious national responses to the overall implementation of this Agenda. These can support the transition to the Sustainable Development Goals and build on existing planning instruments, such as national development and sustainable development strategies, as appropriate (United Nations, 2015b, para.78).

The countries of the region began to take ownership of the 2030 Agenda at an early stage, reviewing the linkages between the Sustainable Development Goals and their national development plans, developing an institutional framework for its implementation and follow-up,² and conducting outreach and awareness-raising exercises on the 2030 Agenda and the SDGs in their countries.

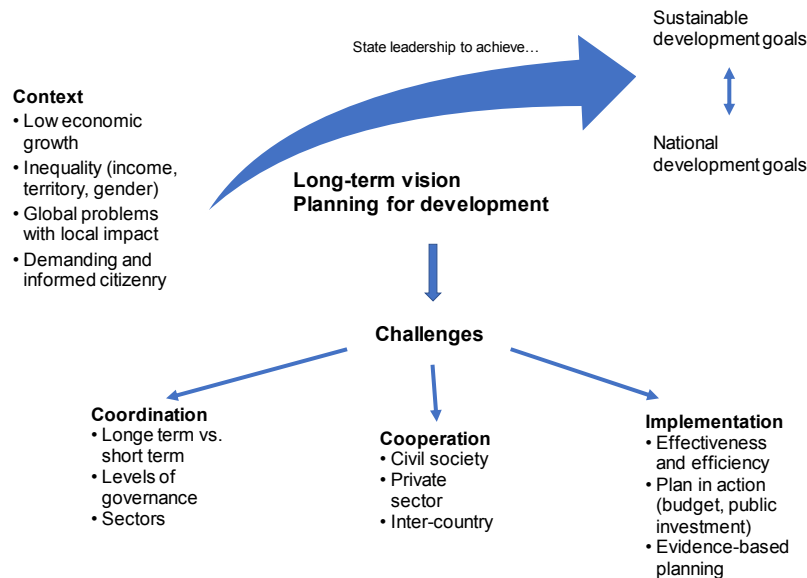
Three years after its signing, more than half of the countries in the region have national coordination mechanisms for implementation and follow-up of 2030 Agenda at the national level. The majority of these have designated planning institutions as the lead agency for coordination or technical coordination. These mechanisms face the challenge of coordinating sectors, convening stakeholders and defining strategies and partnerships for achieving the SDGs as well as follow-up and accountability.

² Some countries have built on pre-existing institutions by arranging institutional mechanisms to recast agencies that had been responsible for the Millennium Development Goals (MDGs) to address the SDGs. Others have established new coordination agencies.

This shows that planning is a key means of implementation for the 2030 Agenda. Planning authorities play a vital leadership role in coordinating policies for achieving the 2030 Agenda as these institutions are well suited to promoting a long-term vision, while adapting it to the short and medium term. They are also responsible for coordinating the different levels and sectors of governance; cooperating with civil society and the private sector; and anticipating the effective implementation of planned actions through policies, programmes, projects and their respective budget allocations.

Diagram 3 Planning and the 2030 Agenda for Sustainable Development

Planning authorities are called upon to coordinate economic, social and environmental policies to achieve the 2030 Agenda



Source: Prepared by the authors.

In this context, four challenges of planning for development with a view to the achievement of long-term objectives have been identified, which ECLAC has termed the challenges of intertemporality, multi-scale coordination, intersectoral coordination and coordination among multiple actors (ECLAC 2015).

- **Intertemporality:** public action covers different time horizons and poses the challenge of defining mechanisms that link these different horizons for planning in the long, medium and short term. Intertemporal planning may go beyond a period of government and in this case, incorporate a long-term vision. It includes management of connections, linkages, interactions and agreements between different time periods such as long-term investments or the lack thereof, the transformation towards sustainability with different levels of externalities that include intergenerational discounting (such as greenhouse gas emissions), or long delays in systemic impacts, be they positive or negative. One of the purposes of intertemporal planning is to promote stable actions and policies that are less vulnerable to changes in administration and government.
- **Intersectoral aspect:** public action involves institutional blocks specialized in themes, areas or sectors. Planning must take into account the linkages, interactions and agreements between different sectors and specialized planning approaches, both among themselves and vis-à-vis the global view.

- **Interlevel aspect:** public action takes place at levels of government of varying scope and territorial coverage. Planning must provide definition and coordination mechanisms for the different territorial levels of development planning. This includes management of connections, linkages, interactions and agreements between different levels: global, national, subnational and local.
- **Multiplicity of actors:** it is a well-known fact that a wide variety of stakeholders participate in planning and public management processes, each with their values and interests. The State thus faces the challenge of coordinating various stakeholders, encouraging participation and dialogue in the pursuit of a common objective.

It should be noted that national ownership of the 2030 Agenda, its incorporation into planning processes and implementation should not be seen as a process to achieve development that is outside the remit of countries; rather, they should take advantage of the global frame of reference to address the problems that each country faces. In this regard, the elements of the 2030 Agenda (Goals, targets, indicators, means of implementation, time horizon and the principles of its integral nature, universality and leaving no one behind) can serve as guidelines for planning and public management for sustainable development. It is hoped that the efforts to mainstream the 2030 Agenda into development planning processes at country and subnational level will strengthen and ensure that local development objectives are achieved more efficiently and equitably.

II. Integrated nature of the 2030 Agenda for Sustainable Development

The 2030 Agenda recognizes the limits of the current development model and posits that prosperity can be achieved only through sustainability. While the current dominant thinking unquestioningly assumes that economic growth in itself is necessarily beneficial and that *environmental externalities*³ can always be managed, the 2030 Agenda calls for a more in-depth analysis and is committed to a paradigm shift that is more in line with the complex needs of people and the planet. As mentioned in the introduction, this approach is based on a few principles, including: (i) *universality*, given that all countries are concerned by and responsible for sustainability;⁴ (ii) the *inclusion* of all as interested parties and stakeholders, each with interests and roles in sustainable prosperity; and (iii) *integration*, highlighting the indivisible linkages between the three dimensions of sustainability (social, economic and environmental), expressed through the 17 Goals in the framework of the 2030 Agenda.⁵

In other words, this new paradigm posits that a sustainable model of prosperity can only be the product of a universal effort, comprehensive buy-in of stakeholders and coherent changes, with systemic interaction between the economic, social and environmental dimensions. This requires—for developed and developing nations alike—seeking economic prosperity that responds to the needs of all people, with well-defined social objectives, and stays within the limits of ecological stability.

By recognizing these limits and defining new objectives, the 2030 Agenda underlines just how inadequate the traditional approach to policy formulation and planning, with thematic silos for specific sectors, has been in addressing complex sustainability issues. Sectoral management is structured hierarchically, through vertical accountability and often with results-based management frameworks that progress in a linear manner towards a single objective or impact. Both sector-specific

³ On the issue of the limitations of growth as a measure of sustainable development, in United Nations (2015a, p 29), it is stated that “the biggest gap we are facing is measuring ‘growth’ in a way that takes interconnections into account. None of the progress we wish to see in policy integration for sustainable development will happen until economic growth as the ultimate value is reconsidered”.

⁴ Although with differentiated responsibilities, as recognized in the United Nations Framework Convention on Climate Change and as discussed in Islam and Iverson (2018, p. 19) in the context of the 2030 Agenda.

⁵ The integrated nature of the Agenda is made explicit in paragraphs 2, 5 and 55 of resolution 70/1.

methods and the single-goal approach limit intersectoral linkages and lead to isolated institutions that inhibit potential synergies between the dimensions of sustainability and the SDGs, as well as the proper management of conflicts and commitments.

In contrast, the 2030 Agenda calls for strategies and public policies that go beyond conventional sectoral and institutional boundaries, in a whole-of-Government and whole-of-society approach. It involves holistic planning and actions, learning from different points of view and using comprehensive systems analysis to connect all relevant actors and institutions, close the gap between science and policy, and implement coherent policies that transcend sectors, institutions, locations, scales and time. When taken as a dynamic system, sustainability has intrinsic interconnections, woven through multiple relationships of causal effects that have a ripple effect from one element of the system to others, often through one or several degrees of feedback. This means that any change in one dimension of sustainability affects the others: system dynamics is a discipline and a systems analysis approach that is used to study behavioural patterns of systems. The behavioural patterns are analysed as the outcomes of complex systems in which variables are causally connected in feedback loops (Collste, Pedercini and Cornell, 2017, p. 922). This system approach, also known as *systems thinking*, *integrated analysis* or *system dynamics analysis*, is thus essential to understand the challenges of sustainability and plan and implement satisfactory solutions.

By connecting dimensions and sectors, systems analysis also explicitly connects the institutions that manage them, the levels of administration in which they operate and the time scales of their impact (for example, across generations). This involves *horizontal integration*, echoing the concept of *policy coherence*, which refers to the need for intersectoral and inter-agency mechanisms that facilitate negotiated outcomes and synergies.⁶ It also addresses *vertical integration* in the pursuit of multilevel alignment, with a view to achieving a coherent impact through levels of administration, from global governance to regional and national strategies, down to subnational and local levels.

However, such analytical and programmatic change requires a major effort, since it is an enduring gap and a key objective that must be met by the 2030 Agenda:

A major challenge to adopting a long-term, integrated planning approach in the past has been the lack of methodologies that enable a comprehensive, multi-dimensional and dynamic perspective, as well as tools that can evaluate the interactions and trade-offs among the economic, social and environmental dimensions of development. This will remain a key challenge in the context of the SDGs, where any analysis will need to consider long-run processes, take a ‘complete’ or ‘system-wide’ perspective and solve complicated analytical problems. [...] Despite its increased application, there is limited guidance in the literature specifically on how scenario modelling best fits with the policy planning cycle, as well as which models might prove most useful given a particular set of policy priorities (Allen, Metternicht, and Wiedmann, 2017, pp. 2 y 3).

In response to this challenge, a number of further studies are evaluating the meaning of the SDGs, either as a whole (Weitz, Nilsson and Davis, 2014, p. 49; UNEP, 2015; Le Blanc, 2015; Coopman and others, 2016; Vladimorova and Le Blanc, 2015; Zhou and Moinuddin, 2017) or as individual links (Department of Economic and Social Affairs/United Nations Industrial Development Organization, 2016; Griggs and others, 2017, Le Blanc, Freire and Vierros, 2017). However, there is at

⁶ The literature on *development effectiveness*, often refers to that need for horizontal interconnectedness as *policy coherence for development*. The Organization for Economic Cooperation and Development (OECD), for example, explicitly recognizes the importance of the interlinkages, defining policy coherence as the systematic promotion of mutually reinforcing policy actions across government departments and agencies creating synergies towards achieving the agreed objectives, (OECD, 2003, p. 2). See also Cejudo and Michel (2017).

present no structured evidence base or framework for unpacking interactions, and for understanding whether and when goals and targets are indeed “indivisible”, or actually need to be traded off against each other. And while the integration discourse is blossoming in official documents, real-world policymaking still largely comprises negotiations around competing goals and interests (Nilsson, 2017).⁷

Since systems dynamics essentially deal with these competing interests, it must analyse not only the more technical aspects of interconnections (for example, the impact of girls’ education on mitigating climate change), but also the inherently *political-economic* nature of the same (to use the same example, the re-allocation of resources destined for fossil fuel subsidies towards education). This explicit recognition of the power dynamic, expressed through behaviour patterns of conflict, trade-offs and synergies, is essential to understand the transition towards sustainability and plan it efficiently.

As a more detailed example, it should be borne in mind that an energy policy that reduces fossil fuel subsidies is intended not only to foster a shift towards renewable sources, but also to have a positive impact on public health by reducing air, soil and water pollution. It will also seek to increase net job creation, limiting the risk of resource-based inflationary pressure (known as Dutch disease) and, consequently, reduce income inequality, poverty and food insecurity. However, it will have to manage water and land demands from some renewable energy sources, which can compete with agriculture and threaten food security.⁸ While there are technical aspects to all of these links, such as air pollution norms and optimal levels of subsidies, perhaps above all else, they require analysis, strategies and political negotiations.

In the context of the 2030 Agenda, this gives rise to technical and political interactions among all the issues covered by the 17 Goals. Thus, implementing the integrated strategies and policies of the SDGs requires identifying and managing the immediate or secondary impacts within and between them in order to maintain their effectiveness, regardless of concessions or conflicts, while improving their effectiveness with possible synergies. In other words, an integrated approach seeks to achieve a specific objective by foster synergies, while anticipating and mitigating conflicts with other policy objectives.

Måns Nilsson, of the Stockholm Environment Institute, points out the key reasons why system analysis is valuable for stakeholders: (i) policy coherence ensures that the various actions do not undermine, but support each other; (ii) more effective policy dialogues and learning processes among various government actors and, importantly, non-State actors; (iii) by knowing friends and foes of policy options, strategies can be adapted to maximize support and limit resistance and obstruction; (iv) efficient policies have different orders of impacts, highlight the investments with highest returns, exploit the synergies that provide collateral benefits and avoid hidden costs; and (v) it organizes the knowledge gained from actions in databases that are relevant for the contextual formulation of policies and accessible so that all interested parties can extract and contribute data (Nilsson, 2017).

The benefits of systems analysis are fast becoming evident. Recently, the extensive interconnections between agriculture and at least nine SDGs in the context of rural development in Rwanda have illustrated how investment in agriculture has been more effective in reducing in poverty than other sectors, but at the expense of greater inequality in land tenure and other processes of differentiation (Bueb, Peters and Yepes, 2017). It shows where detailed systems analysis can reveal those positive and negative domino effects and enables the use of systems-based planning to achieve optimal synergistic impact.

⁷ For examples of such tensions, see Griggs and others (2017, pp. 226-236).

⁸ For a detailed analysis of the interactions between Goal 12 (ensure sustainable consumption and production patterns) and other Goals and targets, see Coopman and others (2016).

A systems approach to the 2030 Agenda is also a unique opportunity in that “it allows broad multi-disciplinary and multisectoral conversations, makes it possible to synthesize knowledge and to scope knowledge needs, and provides rational and concrete focal points (clusters of targets that need to be addressed together) for an integrated approach to implementation and monitoring” (Griggs and others, 2017, p.8). Furthermore, identifying and addressing the interconnections between SDGs and their targets supports more effective negotiations, by enabling countries and sectors to see more clearly where their interests coincide, where they diverge, and how they might reconcile their differences (Weitz, Nilsson and Davis, 2014, p. 49).

It is therefore crucial and highly beneficial for planners and all political stakeholders to understand the dynamics of this system, “connecting the dots” between the immediate impact of a policy and its potential unintended side effects, both positive and negative. This process provides an overview of sustainable development in a given national, regional or municipal context, and supports policy coherence, effectiveness and efficiency, particularly through conflict mitigation, the management of trade-offs and promoting synergies between programmes, sectors, institutions, levels of governance and time scales.

The first step in formulating systems analysis for integrated planning, as this guide highlights, is to harmonize the 2030 Agenda with national sustainable development plans. Harmonization or mainstreaming reflects an effort on the part of stakeholders to synchronize the vision, goals, targets, indicators and programme implementation of national plans with the 2030 Agenda. It can begin with a set of partially corresponding targets and incomplete monitoring but leads to greater compatibility as strategies are replicated. In this regard, harmonization is a *precursor* or *parallel* process for establishing connections between elements and actors, and a step towards *integration* as envisaged by the 2030 Agenda, understood as the linkages between the three dimensions of sustainability and the 17 SDGs.

The next step in the integrated planning for the SDGs is to collect information through a broad systemic consultation. This is achieved by collaboratively mapping a large number of connections, including the causal relationships and loops between the SDGs and the targets, which are sufficient to identify the main links and trends, but without being overwhelmed by a large number of less significant links. This process should involve as many stakeholders as possible, allowing them to express their views, combine their collective knowledge and ensure ownership, which would avoid resistance to change in later stages. Together, and through a carefully designed facilitation process, stakeholders can identify and define a common vision of problems and focus on shared goals to find solutions. To achieve this, stakeholders need a tool capable of integrating data about their operating environment from across multiple disciplines, across the natural and social sciences, across ecological, economic, political, cultural and other domains, into a coherent scientifically-validated cognitive framework (Ahmed, 2018). This is what this guide aims to provide in the sections below.

III. Methodological phases of the workshops

Phase I. Identification of critical nodes and links between the 2030 Agenda and planning instruments

Objective

The main objective of this phase is to support the ownership and implementation of the Sustainable Development Goals (SDGs) within the framework of national and subnational agendas, through a tool that links the Goals and targets of the 2030 Agenda with the respective objectives, strategies and specific goals of a national or subnational development plan, and, once this linkage is made, to identify the key aspects or development priorities associated with those links.

Methodological background

To develop the methodology, different methods and existing documents on the characterization of the SDGs, particularly on their integrated nature, were analysed.

These were:

- The doughnut framework, by Kate Raworth (2012),⁹ a conceptual framework that proposes an analysis of the system for formulating integrated sustainable development policies
- “Towards integration at last? The Sustainable Development Goals as a network of targets”, by David Le Blanc (2015), staff member in the Department of Economic and Social Affairs, which presents a proposal for identifying the connections between the Goals and their targets.
- United Nations Development Programme (UNDP) proposals on approaching the SDGs (reflected in the 2015 *Human Development Report for Latin America and the Caribbean*).
- Methodology for identifying syndromes of sustainability of development (Gallopín and others, 2005).

⁹ See K. Raworth, “A safe and just space for humanity: can we live within the doughnut?”, *Oxfam Discussion Paper*, Oxford, Oxfam International, 2012 [online] <https://www.oxfam.org/sites/www.oxfam.org/files/dp-a-safe-and-just-space-for-humanity-130212-en.pdf>.

Development of the methodology

As noted above, the methodology is divided into four stages. The first is harmonizing the 2030 Agenda with the goals of national planning instruments. The second consists in identifying links, observed in the first stage, between the various key aspects of development at the target level (nodes). The third stage is to combine all the nodes and links that have been observed into a single set. This makes it possible to establish the critical nodes and links which, in the final stage, are used to identify virtuous/vicious circles of public policy through an integrated network that aims to pinpoint national priorities and facilitate the implementation of coordinated action.

Stage 1. Integration of the 2030 Agenda for Sustainable Development with national planning¹⁰

a. Objectives of the stage

- Identify SDGs that are interlinked with the planning instrument.
- Establish a harmonized list of the established targets by comparing the targets or strategies of the 2030 Agenda and the planning instrument.

b. Required inputs

- List of targets or strategies of the medium- and long-term national planning instrument.
- List of the Sustainable Development Goals and their targets.

Table 1
Example of list of targets or strategies of a planning instrument

| Pillar | Strategy |
|----------------------|--|
| Education | 1. Improve the quality of the education system at all levels 2. Increase enrolment at university level 3. Monitor the sustainable development process by managing high-quality information |
| Health | 1. Promote preventive health 2. Supporting programmes and projects aimed at improving the public health system |
| Economic development | 1. Diversify and increase agricultural sector productivity 2. Promote an economy based on knowledge transfer |

Source: Prepared by the authors.

Table 2
List of Sustainable Development Goals (example Goal 7)

| Goal | Targets |
|--|---|
| Ensuring access to affordable, reliable, sustainable and modern energy for all | 1. By 2030, ensure universal access to affordable, reliable and modern energy services 2. By 2030, increase substantially the share of renewable energy in the global energy mix 3. By 2030, double the global rate of improvement in energy efficiency |

Source: United Nations, “*Transforming our world: the 2030 Agenda for Sustainable Development*” (A/RES/70/1), New York, 2015.

¹⁰ If integration is not possible, the suggested alternative is to keep individual lists of the 2030 Agenda and the planning instrument and apply them directly in phase 2.

c. Outcomes of the phase

- Creation of a list of harmonized targets combined from the 2030 Agenda for Sustainable Development and the planning tool.

Table 3
Example of harmonized list of targets combined from the 2030 Agenda for Sustainable Development and the planning tool

| 2030 Agenda/National plan target | |
|---|--|
| Target 10.2 (2030 Agenda) | By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. |
| Target 1.4 (2030 Agenda) | By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance. |
| Target 8.9 (2030 Agenda) | By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products. |
| Sustainable human development priority: target 1 (National plan) | By 2032, have a hierarchical system of populated urban areas based on functions and connections. |
| Local territorial development priority: target 1 (National plan) | By 2032, Guatemala will have a new regionalization model that supports management at department and municipal level. |
| Local territorial development priority: target 2 (National plan) | By 2032, municipal governments will have greater management capacity to meet the needs and demands of citizens. |

Source: Prepared by the authors, on the basis of United Nations, “*Transforming our world: the 2030 Agenda for Sustainable Development*” (A/RES/70/1), New York, 2015; and National Council on Urban Development/ Secretariat for Planning and Programming of the Office of the President (CONADUR/SEGEPLAN), *Plan Nacional de Desarrollo K’atun: Nuestra Guatemala 2032*, Ciudad de Guatemala, 2014.

d. Activities to be developed

Using the lists of goals of both instruments, the correlation between the goals of both instruments is identified one by one. Here, it is suggested that the most appropriate wording should be chosen. For the Guatemalan case, it is suggested that a more restricted wording should be chosen.¹¹ Once all the correlated goals have been identified and coordinated, a list of goals that have no equivalents in either the 2030 Agenda or the planning instrument is established and incorporated into the integrated list so as not to leave out any issues given priority on the national or international agenda. At this point, national or subnational priorities that do not have a counterpart in the 2030 Agenda are naturally identified.

In some contexts, it is not feasible to assemble two lists; in such cases, the alternative proposal is to apply the second stage using both lists.

Stage 2. Linking the harmonized targets of the 2030 Agenda and the national planning instrument: identification of critical nodes and links

a. Objectives of the phase

- To deepen knowledge of the integrated nature of the 2030 Agenda with national planning based on the identification of thematic links.

¹¹ In the case of Guatemala, the SMART methodology was used to choose the target.

- To identify in a practical manner, and with a focus on the national context, the critical nodes and links (targets that are more central to the country's development process) through the connections of harmonized targets, which will form the basis of intersectoral cooperation during implementation.

b. Required inputs

- Harmonized list of the established targets in the 2030 Agenda and the planning instrument.¹²
- Template for identifying links between the targets in the harmonized list.

Table 4
Example of template for identifying links between targets

| Sustainable Development Goal theme | Theme of strategic government plan | | | |
|------------------------------------|------------------------------------|-------------------------------|--|---------------------------------|
| | A. Reducing extreme poverty | B. Reducing unmet basic needs | C. Increasing social security coverage | D. Increasing school attendance |
| 1. No poverty | X | X | | X |
| 2. Zero hunger | X | | | |

Source: Prepared by the authors.

c. Outcomes of the stage

- Visual diagram that helps to identify the chains formed between various critical links and nodes.
- Matrix establishing the links between the targets on the harmonized list or, as the case may be, the separate lists of targets from the 2030 Agenda and the planning instrument.¹³

Table 5
Example of matrix establishing the links between separate lists

| Strategies or targets of national development plan | Link and justification | Goal 1 targets |
|---|---|---|
| E1. Resources for access to secondary education | E1. Resources for access to secondary education — is linked to — 1.1 Lack of income Lack of income denies children access to secondary education, either because they do not have the resources to cover educational expenses or because they are forced to join the labour market to earn income. | 1.1 Lack of income |
| E2. Academic excellence scholarships | | 1.2 High multidimensional poverty indexes |
| E3. Prevention of sexually transmitted diseases and teenage pregnancies | | 1.3 Lack of suitable social protection mechanisms |
| E4. Meal supplements (school snacks) | | 1.4 Lack of access to basic goods and services |
| E5. Technical and vocational training for young people | | 1.5 Vulnerability |

Source: Prepared by the authors.

d. Activities to be developed

Analyse one by one the potential links between the goals in the harmonized list or the separate lists. There are two possible strategies for doing this. The first requires specialized knowledge and a participatory process, involving various intersectoral stakeholders with expertise

¹² When consolidation is not feasible, the alternative is to maintain separate lists for the 2030 Agenda for Sustainable Development and the planning instrument.

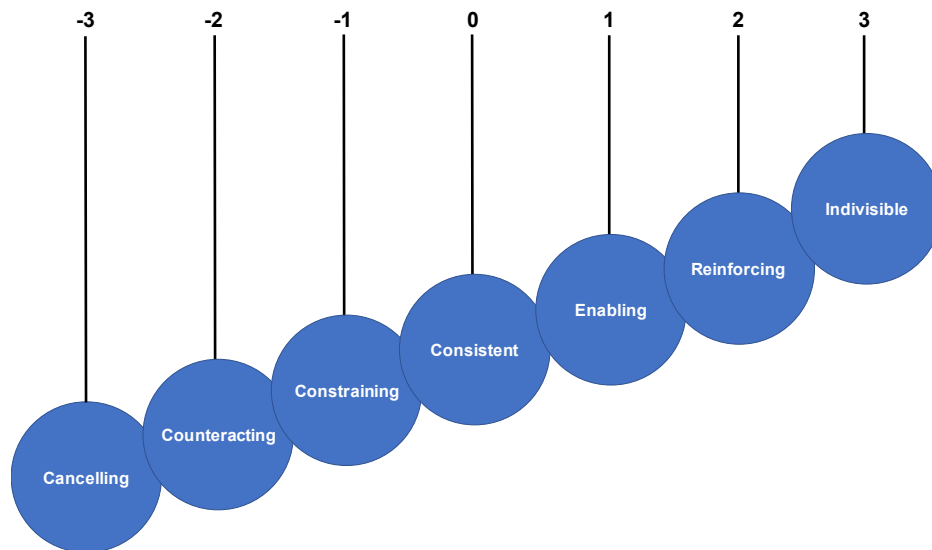
¹³ This matrix will be useful for identifying the sectors and actors involved in achieving targets.

in the different subject areas, is therefore recommended. The second option is to establish empirical linkages such as through analytical studies that connect the issues, or statistical correlations that support these linkages.

In the light of the above, the criteria for defining the links can be established on two levels. On the first level, it is established that there is some effect between two goals, without determining directionality. On the second level, building on the recognition of associated problems, a correlation suggesting some directionality between them is identified, either because one problem causes the other, or because both are part of a wider chain in which an unresolved problem, in turn, prevents the resolution of another.

In any event, it is crucial for the matrix resulting from the exercise to indicate the presence of a connection between the targets and also to provide a clear justification for the linkage through an analytical evaluation from a public policy perspective. It should be noted that the link analysis will be bi-directional, which means that two targets will be linked at a time. Once this input has been completed, it will lay the foundations for subsequent analyses of the public value chain that establish links between more than two targets at a time.

Figure 1
Example of scale for defining the level of interaction by establishing a hierarchy



Source: Prepared by the authors, on the basis of “Important interactions among the Sustainable Development Goals under review at the High-Level Political Forum 2017”, *Working Paper*, No. 2017-06, Stockholm, Stockholm Environment Institute (SEI), 2017.

Stage 3. Establishing the central links between targets of the 2030 Agenda and the national planning instrument: identification of critical links and nodes

a. Objectives of the stage

- To identify the most important (critical) links and nodes between the different targets of the coordinated 2030 Agenda or harmonized list; that is, those that are higher in the hierarchy because they represent problems of greater importance, indicate a breaking point in a problem chain, or have a significant impact on a greater number of people.

b. Required inputs

- Matrix establishing the links between targets.
- Harmonized list of targets in the 2030 Agenda and the planning instrument.¹⁴
- Visual diagram linking the central targets that determine critical nodes.

c. Outcomes of the stage

- Matrix establishing the links between the targets, identifying critical links and nodes.
- Visual diagram that helps to identify the chains formed between various critical links and nodes.

Table 6
Identification of a critical node (target 1.4) in the harmonized list of targets combined from the 2030 Agenda for Sustainable Development and the planning tool

| | |
|---|--|
| Target 10.2 (2030 Agenda) | By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. |
| Target 1.4 (2030 Agenda) | By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance. |
| Target 8.9 (2030 Agenda) | By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products. |
| Urban development priority target 1 (National plan) | By 2032, have a hierarchical system of populated urban areas based on functions and connections. |
| Local territorial development priority: target 1 (National plan) | By 2032, Guatemala will have a new regionalization model that supports management at department and municipal level. |
| Local territorial development priority: target 2 (National plan) | By 2032, municipal governments will have greater management capacity to meet the needs and demands of citizens. |

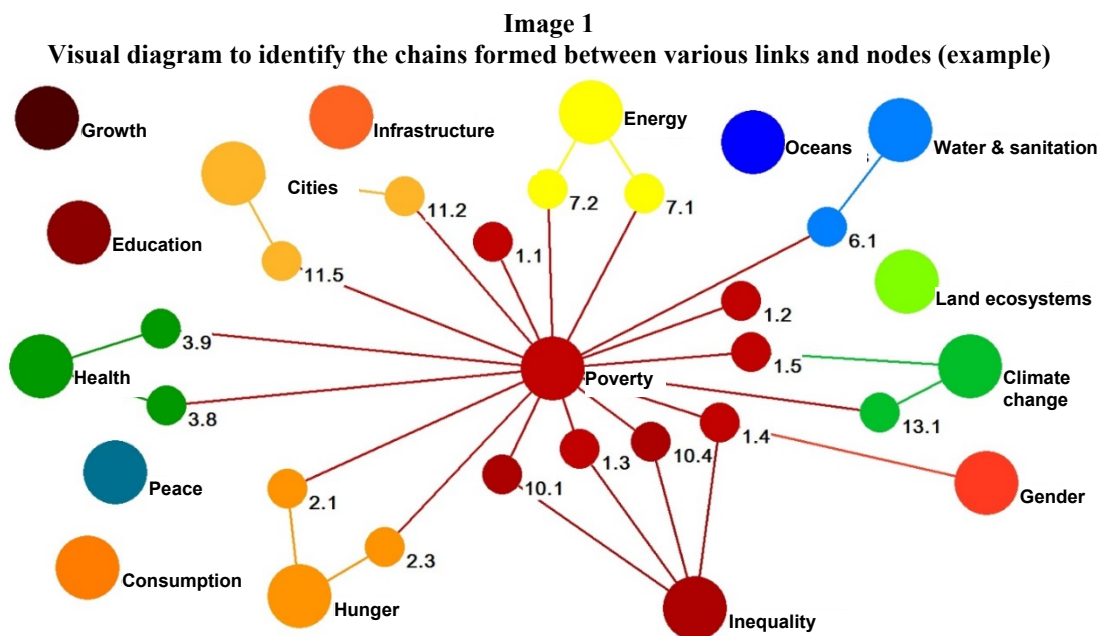
Source: Prepared by the authors, on the basis of United Nations, “*Transforming our world: the 2030 Agenda for Sustainable Development*” (A/RES/70/1), New York, 2015; and National Council on Urban Development/ Secretariat for Planning and Programming of the Office of the President (CONADUR/SEGEPLAN), *Plan Nacional de Desarrollo K’atun: Nuestra Guatemala 2032*, Ciudad de Guatemala, 2014.

d. Activities to be developed

The identification of nodes conducted in stage 2 is repeated in this third stage in an attempt to transform planning for immediate needs into decision-making with a view to taking intersectoral action based on prioritization schemes. Identifying the links that are most relevant and the critical nodes associated with them is essential to translate the integral nature of the 2030 Agenda into practice and, in this case, the articulated agenda.

The critical nodes corresponding to the targets that are most relevant are identified first because they represent a greater problem or a significant tipping point in the development process. The links related to targets that can either reverse or strengthen the development process are then selected. This analysis enables the identification of critical links related, in turn, to critical nodes.

¹⁴ When consolidation is not feasible, the alternative is to maintain separate lists for the 2030 Agenda for Sustainable Development and the planning instrument.



Source: Prepared by the authors, on the basis of Le Blanc, D. (2015), “Towards integration at last? The Sustainable Development Goals as a network of targets”, *DESA Working Paper*, No. 141, New York, United Nations, 2015, [online] http://www.un.org/esa/desa/papers/2015/wp141_2015.pdf.

Stage 4. Analysis of critical links and nodes in an integrated network

a. Objectives of the stage

- To identify virtuous/vicious circles affecting the implementation of intersectoral policies and programmes through multisectoral dialogue that substantiates the need for an intersectoral approach based on qualitative analysis conducted using the critical nodes and links methodology.

b. Required inputs

- Harmonized list of targets in the 2030 Agenda and the planning instrument.¹⁵
- Visual diagram that helps to identify the chains formed between various critical links and nodes.

c. Outcomes of the stage

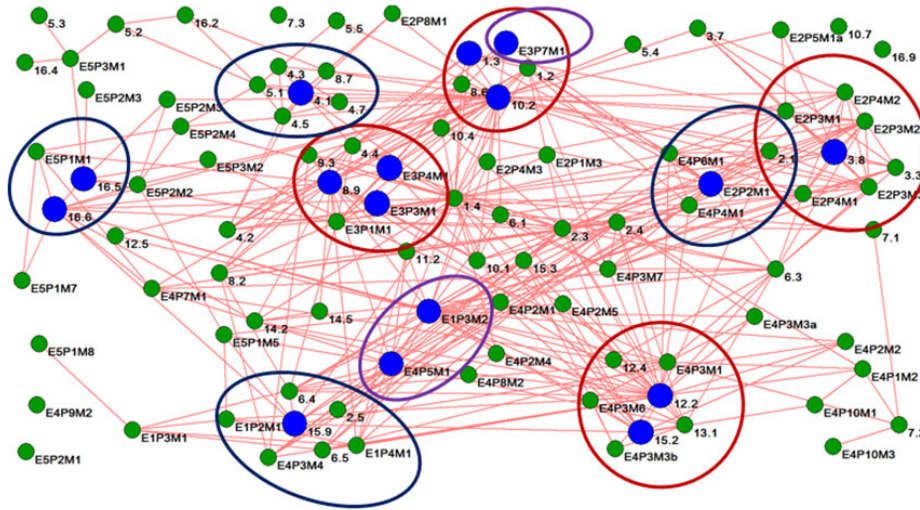
- Visual diagram to identify virtuous/vicious circles for devising public policies that are in line with the 2030 Agenda and national planning.

¹⁵ When consolidation is not feasible, the alternative is to maintain separate lists for the 2030 Agenda and the planning instrument.

d. Activities to be developed

- After identifying critical nodes and links in stage 4, the final step is to integrate critical nodes and links into virtuous/vicious circles. The identification of these virtuous/vicious circles serves to illustrate the strategic establishment of a critical target for the integral and intersectoral development of the country.

Image 2
Final visual diagram to identify virtuous/vicious circles (example)



Source: Prepared by the authors, on the basis of the outcomes of the Guatemala case.

Phase II. Planning systems and their links with the Sustainable Development Goals

In the previous phases, it has been possible to identify the interactions between different SDGs and targets and identify the most relevant critical nodes and links to be considered into account to mobilize and enhance actions in favour of the 2030 Agenda for Sustainable Development.

Once these critical nodes and links have been identified, the purpose of this stage is to determine the configuration of the planning system of the country/region under examination and assess how the structure (plans or strategies, processes and actors) facilitates—or fails to facilitate—action to achieve the prioritized targets.

a. Objectives of the workshop

To identify the planning system (national, subnational or local) on which work is to be done and its components (institutions, actors and tools) in order to visualize the reality of planning processes in the territory under analysis.

Under a systems approach, the aim is to identify the relevant actors, tools and processes that interact to achieve sustainable development. This analysis is then used to determine the role that each element plays in the system and to assess whether the way it is organized is appropriate to the priorities established, the critical nodes and links identified and the integrated approach needed to achieve the Sustainable Development Goals.

b. Outcomes of the workshop

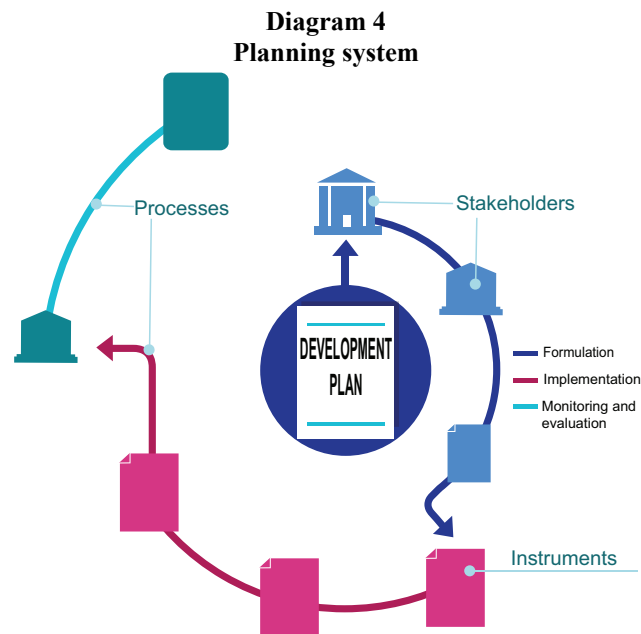
- Map of the components of the planning system of the country/region (taking into consideration the stakeholders, territorial and sectoral instruments and processes involved).
- Main interactions between stakeholders and instruments identified.

c. Required inputs

- National, provincial and municipal planning instruments (government programme, strategic plans, sectoral plans, etc.).
- Institutions and stakeholders involved in provincial and sectoral planning.

d. Activities to be developed

In this activity, each group must identify the set of actors and instruments involved in the task of planning for development, based on diagram 4 below.



Source: Prepared by the authors.

The idea is for the group to “draw” how the territorial planning under review actually operates, not how it should operate.

For example, the central element of a system “Provincial Development Plan”, which is formulated by the “Ministry of Planning” in consultation with civil society. This plan is coordinated with the sectoral and municipal plans through strategic guidelines, which are implemented through the programmes “X”, “Y” and “Z”.

Once the planning system has been mapped, working groups are asked to discuss it using the following guiding questions:

1. Is there a formal definition of the planning system that describes the elements that make up this system? Is there a legal framework governing the construction of the planning system in the territory under review?

2. What problems have been detected in the mapping of the planning system? List and describe some of them.
3. Does the group consider that the planning system allows a comprehensive approach to the development goals of the Territory and therefore the SDGs of the 2030 Agenda?

Phase III. Self-evaluation of planning systems: PlanBarometer

a. Objectives of the phase

The PlanBarometer methodology consists of a set of criteria and dimensions of analysis that can characterize development planning systems to formulate proposals for improving institutions.

What follows is the presentation of general and specific instructions for applying the PlanBarometer tool in a specific country or territory. However, there are a number of important considerations that guide the analysis and facilitate the interpretation of outcomes.

1. The goal of PlanBarometer is fundamentally institutional self-evaluation, with an emphasis on planning instruments, processes and systems. Therefore, the outcomes of its application are highly useful for developing reflection, dissemination and improvement exercises for planning systems.
2. Bearing the previous point in mind, the call for application of the PlanBarometer tool must be made preferably by the authorities that guide planning at the different levels of application. This derives from the need for participants with sufficient knowledge of the different components, actors and processes involved and, at the same time, for these participants to be able to make improvements.
3. The planning system, understood as a set of components (institutions, norms and stakeholders, for example) that function in a comprehensive and standard manner, is the general basis of analysis for the characterization of planning processes. Nonetheless, each criterion has a priority sphere of application in which it is most directly expressed in reality.
4. The practical application of the tool entails the sensible and participatory analysis of each criterion making up the model used. The analysis must be carried out in groups, encouraging a participatory discussion which provides group members with opportunities for reflection, deliberation and mutual learning. This is so that agreement can be reached on the elements that best reflect the state of the planning system.
5. It is expected that the analysis will focus on the real context of planning, its elements, components or relationships, and not on the ideal or formal context.
6. The actual context mentioned in the previous point is estimated by identifying the elements present in each criterion. These elements represent various degrees of complexity of each criterion. It is understood that the more elements present in the territory per criterion, the higher the score.
7. The discussion on the justification for the selection of elements should be recorded, in order to identify the aspects that shape subsequent interpretations of outcomes.

8. The application of the tool is participatory, through a workshop which brings together experts or officials involved in territorial planning. As the composition of discussion groups influences the outcomes of the tool's application, special care must be taken to identify or reduce the bias that could derive from the participants' different profiles.
9. On the basis of the application of the territorial model, it is possible to obtain an overview of the different dimensions involved in development planning. The outcomes reveal the whole and the parts and facilitate decisions on how to improve, consolidate or change development planning processes and systems.

b. Outcomes of the workshop

- Radar charts
- Prospective alerts

c. Required inputs

Before applying the tool, all planning instruments comprising the development planning system must be consolidated using the following as a checklist:

- Existing and previous development plans
- Methodological background for creating the development plan
- Government programmes
- Sectoral plans
- Projects, policies and programmes deriving from development plans
- Annual budget
- Rules relating to national planning systems
- Existing working mechanisms or entities in different public institutions and levels of government

Updated analysis templates of the PlanBarometer methodology (available under the Planning for development section at www.cepal.org).

The activity coordinator will be responsible for making this information available to all workshop participants.

d. Activities to be developed

Step 1. Identify the elements of the criterion

Each group should apply the tool, in other words, fill in the yellow cells in the Excel file provided by the workshop coordinator, marking elements that are present in the country with an X.

Image 3
Excel matrix to be filled in

| DIMENSION | id | Criterio | Ámbito de | Descripción del Criterio | N | O | Q | R |
|---------------|----|---|-----------|---|--|---|-------------|---|
| | | | | | Elementos - | | Elementos + | |
| Institucional | 1 | Capacidades humanas | Sistema | Conjunto de aptitudes, actitudes, competencias técnicas y políticas de los funcionarios en materias de planificación para el desarrollo. | Elaboración de instrumentos de planificación desarrollados completamente por consultores externos | | x | Se contratan estudios especializados en diferentes materias que aportan en el proceso de planificación |
| | | | | | Menos de 30 horas de formación o capacitación anual en la materia, por funcionario responsable en el proceso de planificación para el desarrollo | | | Equipos conformados por profesionales especializados en planificación para el desarrollo |
| | | | | | Alta rotación del personal especializado | | | Autoridades poseen liderazgo para motivar a otros participar en la planificación dentro y fuera del |
| | | | | | Alta rotación de autoridades que lideran los procesos de planificación | | | Los funcionarios que se capacitan incorporan dentro de sus labores los nuevos aprendizajes |
| Institucional | 2 | Rol del organo rector | Sistema | Capacidad de liderar, apoyar y coordinar los procesos de planificación que tiene el organo rector del sistema de planificación para el desarrollo. | No existen contrapartes del organo rector en la mayoría de los organos públicos | | | Directrices o lineamientos metodológicos planteados por el organo rector son utilizados por los organismos |
| | | | | | No existe organo rector de planificación o su rol no es claro, duplicando funciones con otros organismos públicos | | | Los instrumentos de planificación son documentos de uso permanente por parte de los otros organismos |
| | | | | | El organo rector no tiene la autonomía y/o atribuciones necesarias para ejercer sus funciones | | | Organos rector capacita a funcionarios públicos regularmente en materias de planificación para el |
| Institucional | 3 | Formación sistemas de planificación | Sistema | Existencia y funcionamiento de un sistema nacional de planificación para el desarrollo. Nota: Un sistema nacional de planificación puede ser entendido como el conjunto organizado y articulado de normas, subsistemas, procesos, instrumentos, metodologías, mecanismos y procedimientos para la planificación para el desarrollo en los diferentes niveles y escalas del Estado y respecto a los procesos nacionales, sectoriales e institucionales. | No existe un sistema formal de planificación para el desarrollo | | | Se identifican relaciones entre los instrumentos de planificación |
| | | | | | | | | Se identifican relaciones entre los diferentes organismos públicos |
| | | | | | | | | Se identifican relaciones entre los organismos públicos y los privados |
| | | | | | | | | Se identifica y tiene establecida la relación del sistema de planificación con otros sistemas de apoyo |
| Institucional | 4 | Sistemas de apoyo al proceso de planificación | Sistema | Existencia y vinculación con un conjunto de sistemas que interactúan y/o sustentan el proceso de planificación para el desarrollo. Nota: Considera como otros sistemas los de presupuesto, inversión pública, de gobierno, de gestión del personal, control de gestión, entre otros. | No hay una vinculación clara entre los sistemas de apoyo y el de planificación para el desarrollo | | | Los sistemas de apoyo están detallados en el sistema de planificación y vinculados con el instrumento de gobierno |
| | | | | | | | | Existen vínculos claros y funcionales con el ciclo de gobierno |
| | | | | | | | | Existen vínculos claros y funcionales con el sistema de gestión del personal |
| | | | | | | | | Existen vínculos claros y funcionales con el sistema de control |

Source: Prepared by the authors.

Step 2. Justify and add means of verification

Once the group agrees on the elements of each criterion, it must justify the selection of these elements in writing and provide some means of verification.

If none of the elements are completely representative of a criterion’s state, the group must select the closest element and make a note in its justification of all relevant observations.

To that end, the relevant column in the Excel file must be filled out.

Step 3. Consolidate group outcomes

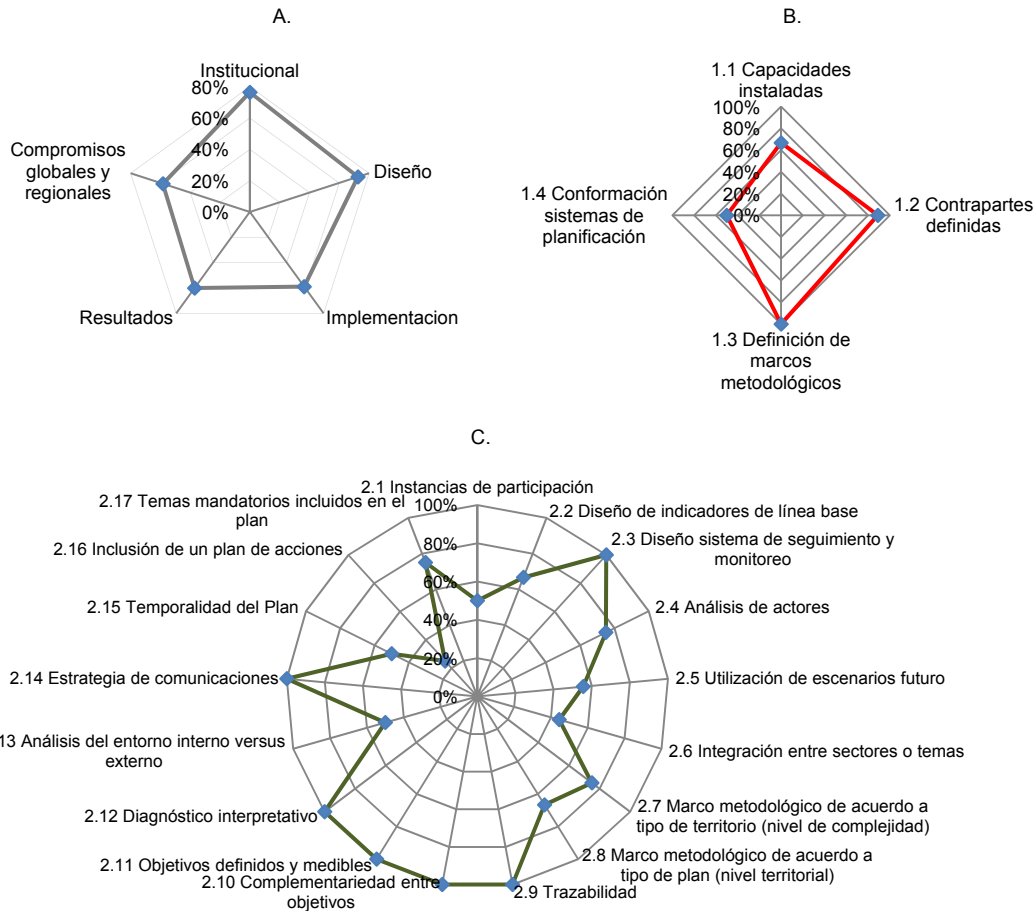
In plenary, each group will present the results of their application of the tool and the results will be consolidated. This is followed by a new discussion to reach a general consensus on the elements present for each criterion.

The coordinator will ensure that there is consensus on all elements identified for each criterion. This will depend primarily on the means of verification defined by each group.

Step 4. Interpretation of results

The final step is the interpretation of results. As the yellow cells are filled in, the data will be processed automatically and these values will be shown as percentages of achievement of the criterion in Excel sheet 3 entitled “Gráficos”, which includes radar charts for each dimension of the tool, as shown in the following image.

Figure 2
Examples of radar charts



Source: Prepared by the authors.

a. Identification of alerts

Excel sheet 5 includes alert configurations. Alerts comprise different criteria previously configured by the Latin American and Caribbean Institute for Economic and Social Planning (ILPES) and reflect the average of the differences between the percentage of achievement of the criterion and the threshold or minimum level expected for the criterion for Latin America.

Alerts are shown in the following table and are available in the corresponding sheet of the Excel file.

The results of this analysis are risk indicators. This means that each alert cell will be a specific colour which indicates the probability of the given factor materializing. Red indicates high risk, while yellow represents medium risk and green indicates low risk.

Table 7
Type of alert

| Alert | Criterion |
|---|---|
| Political cycle | Distinction and complementarity between government plan and development plan Participation Time frame of plan |
| Obsolescence of instruments | Feedback mechanisms Use of future scenarios Time frame of plan |
| Weak implementation of plans | Inclusion of an operational plan Specific and measurable goals Designation of responsibilities among stakeholders Coordination between planning and budgeting |
| Logic behind proposals | Definition of methodological frameworks Coordination between planning and budgeting Binding international agreements |
| Limited State vision; planning focused on the actions of the executive branch | Structure of planning systems Planning support systems Participation mechanisms Stakeholder analysis Dissemination mechanisms |
| Excessive sectoral approach | Structure of planning systems Comprehensiveness of proposals Complementarity of goals Interpretative diagnosis Complementarity of strategies Inter-agency coordination Coordination between different State levels |
| Weak political support | Distinction and complementarity between government plan and development plan Participation mechanisms Design of follow-up and monitoring systems Stakeholder analysis Dissemination mechanisms Materialization of priority projects identified in the plan |

Source: Prepared by the authors.

Table 8
Example of visualization of alerts

| Alert | Criterion | Average ^a | Alert average |
|---|--|----------------------|---------------|
| Political cycle | Distinction and complementarity between government plan and development plan | 43% | 33% |
| | Participation | 14% | |
| | Time frame of plan | 41% | |
| Obsolescence of instruments | Feedback mechanisms | 4% | 22% |
| | Use of future scenarios | 21% | |
| | Time frame of plan | 41% | |
| Weak implementation of plans | Inclusion of an operational plan | 25% | 9% |
| | Specific and measurable goals | 8% | |
| | Designation of responsibilities among stakeholders | -11% | |
| | Coordination between planning and budgeting | 14% | |
| Logic behind proposals | Definition of methodological frameworks | 13% | 7% |
| | Coordination between planning and budgeting | 14% | |
| | Binding international agreements | -5% | |
| Limited State vision; planning focuses on the actions of the executive branch | Structure of planning systems | 22% | -10% |
| | Planning support systems | -38% | |
| | Participation mechanisms | 14% | |
| | Stakeholder analysis | -38% | |
| | Dissemination mechanisms | -11% | |
| Excessive sectoral approach | Structure of planning systems | 22% | 0% |
| | Comprehensiveness of proposals | 17% | |
| | Complementarity of goals | 8% | |
| | Interpretative diagnosis | 2% | |
| | Complementarity of strategies | -16% | |
| | Inter-agency coordination | -24% | |
| | Coordination between different State levels | -12% | |
| Weak political support | Distinction and complementarity between government plan and development plan | 43% | 14% |
| | Participation mechanisms | 14% | |
| | Design of follow-up and monitoring systems | 15% | |
| | Stakeholder analysis | -38% | |
| | Dissemination mechanisms | -11% | |
| | Materialization of priority projects identified in the plan | 59% | |

Source: Prepared by the authors.

^a Average of the differences between the percentage of achievement of the criterion and the threshold.

Phase IV. The Sustainable Development Goals and the citizenry

This stage involves the identification of public and private stakeholders who can contribute (or not) to the achievement of territorial development goals together with the Sustainable Development Goals. The aim is to link goals and priorities to different stakeholders and review how they relate to the guidelines of territorial planning instruments.

a. Objectives of the phase

- Identification of positions and power of stakeholders involved in development strategies to achieve the SDGs.
- Development of a strategy to involve stakeholders.

b. Outcomes of the phase

- Identification of stakeholders on the basis of prioritized fundamental SDGs and their link with territorial planning goals.
- General actions to be carried out by each stakeholder to ensure that strategic lines can achieve prioritized SDGs.

c. Required inputs

- List of stakeholders in the territory
- Template showing stakeholders' position and power

d. Activities to be developed

Each group will work on the set of Goal targets (core node) identified and try to connect the stakeholders closest to the issue.

For example, if the core Goal is



and the SDG targets are:

2.1, 2.2, 2.3, 2.4, 2.5 and 2.a, 2.b and 2.c

The following steps should be taken:

d.1 Identification of relevant stakeholders, who are linked to the core SDG Each group must complete the matrix for the identification of stakeholders and is advised to select no more than five stakeholders for this exercise.

Groups must also consider the possibility of including private stakeholders and stakeholders who do not necessarily hold a favourable position with respect to the targets.

Matrix 1: example of the identification of stakeholders

| | Stakeholder | Targets of core Goal | Type of stakeholder public or private | Purpose. What is the main interest of this stakeholder in the territory between now and 2030? |
|---|---|----------------------|---------------------------------------|---|
| 1 | Ministry of Agriculture Ministry of Industry Ministry of Economic Affairs Ministry of Health | 2.1 | Public | Development of agricultural projects Strengthening of value chains Healthy living |
| 2 | Private company | 2.1 | Private | |
| 3 | Non-governmental organization | 2.1 | Public-private | |
| 4 | International agencies | 2.1 | Public | |
| 5 | Development banks | 2.1 | Public-private | |

d.2 Identification of potential partnerships matrix of stakeholders and prioritized targets

Complete the following matrix with inputs from the workshop on nodes.

Select a target of the core SDG selected and link it to the previously identified stakeholders. The values may be positive or negative, depending on how you think the target affects the stakeholder.

The values range from -3 to +3, which represent the largest and smallest impacts of the target on the existence and purpose of the stakeholder. The value is 0 if the target has no impact on the stakeholder.

To analyse the strength of relationships the following can be considered:

| Level | Interpretation |
|-------|--|
| 3 | If the achievement of the target affects the existence of the stakeholder. There is complete support for the target. Example: The reduction of violence can eliminate gangs. |
| 2 | If the achievement of the target affects the stakeholder's products. There is partial support from the stakeholder for the target. Example: Skype and Whatsapp versus telephone companies, or a sugary ice-cream maker versus the healthy living target. |
| 1 | If the achievement of the target affects the stakeholder's provision of services. There is weak support from the stakeholder for the target. Example: building ramps for children with disabilities affects those who provide inclusive education infrastructure services, because it implies greater investment. |

Note: The achievement of the target can produce positive or negative effects.

Each group must consider the need to define a balanced mix of negative and positive examples.

Assign a score to each stakeholder for the chosen target and complete the matrix.

Matrix 2: position of stakeholders by core Goal target

| Stakeholders \ Targets | Stakeholder 1 | Stakeholder 2 | Stakeholder 3 | Stakeholder 4 | Stakeholder 5 | Sum of + values | Sum of - values |
|------------------------|---------------|---------------|---------------|---------------|---------------|-----------------|-----------------|
| Target 1 | | | | | | | |
| Target 2 | | | | | | | |
| Target 3 | | | | | | | |
| + Sum | | | | | | | |
| - Sum | | | | | | | |
| Total per stakeholder | | | | | | | |

Source: Prepared by the authors.

d.3 Analysis of the stakeholder's degree of power

The stakeholder's power can be measured using different methods and variables. One of the simplest ways is considering the power of one stakeholder relative to all stakeholders in the network, which is one way to determine the centrality of that stakeholder.

Matrix 3 of the power of stakeholders by stakeholder seeks to identify the relationships of influence between each one. Thus, the matrix will be completed taking into account the level of influence of one stakeholder over another. When completing the matrix, focus on the stakeholder in each row in relation to the stakeholder in each column (for example, Stakeholder 1 of the first row and Stakeholder 2 of the second column, and so on), using the following values:

- 3 indicates a strong influence.
- 2 indicates a moderate influence.
- 1 indicates a weak influence.
- 0 indicates no influence.

Matrix 3: power of stakeholders by stakeholder

| | Stakeholder 1 | Stakeholder 2 | Stakeholder 3 | Stakeholder 4 | Stakeholder 5 | Sum (influence) |
|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| Stakeholder 1 | 0 | | | | | |
| Stakeholder 2 | | 0 | | | | |
| Stakeholder 3 | | | 0 | | | |
| Stakeholder 4 | | | | 0 | | |
| Stakeholder 5 | | | | | 0 | |

Source: Prepared by the authors.

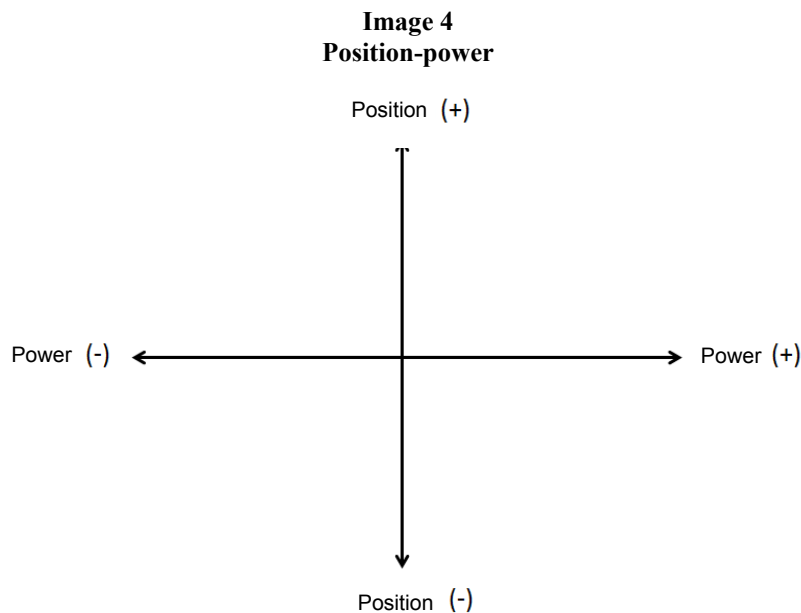
Note: It is not necessary to determine the level of influence a stakeholder has on itself.

The sum (influence) column of matrix 3 allows the stakeholders to be arranged according to their degree of influence on the others. This level of influence is considered a proxy of their degree of power.

d.4 Analysis of the position and power of the stakeholder

Indicate on the chart the position and power of each stakeholder. Consider the last row of matrix 2 and the last column of matrix 3 (shaded in blue).

You can use an Excel template available on the Moodle platform of the course.



Source: Prepared by the authors

Table 9
Position-influence

| | | Influence | |
|----------|----------|--------------------------|-----------------------|
| | | Weak | Strong |
| Position | Positive | Supportive stakeholders | Allied stakeholders |
| | Negative | Indifferent stakeholders | Opposing stakeholders |

Source: Prepared by the authors.

Description of the type of stakeholder and guides to develop strategy

Supportive stakeholders: exert weak influence but hold a positive position with respect to targets. They are probably dispersed and limited in size, but if they group together and form networks they can be used to validate some processes or issues.

Allied stakeholders: exert strong influence and hold a positive position with respect to targets. They can provide support for processes or issues of interest. They can play a more active role and/or serve as intermediaries between stakeholders and members of society.

Critical opposing stakeholders: owing to their strong influence they must be taken into consideration. One option could be reconciliation and the exchange of more information, as their stance could be the result of them not knowing all the elements of the issue in question. Likewise, it is important to know why they hold an opposing position to the target and to have a better understanding of their interests. A second option—if their position cannot be changed and they cannot be converted into allied or indifferent stakeholders—is to develop strategies to ensure that they do not apply their negative position.

Indifferent stakeholders: the issue is not relevant to these stakeholders. They do not need to be involved, but they should be monitored in case they change their position. It is interesting to determine whether these stakeholders have sole responsibility in the management of priority SDG targets.

Phase V. The challenge of intersectoral coordination in the implementation of the 2030 Agenda for Sustainable Development

The comprehensiveness of development proposals depends fundamentally on the inclusion of planning processes that provide a suitable resolution of the intersectoral coordination dilemma, which may be understood as the challenge of coordination, interaction and agreements between different planning sectors, institutions and specialized approaches, both among themselves and vis-à-vis the global view.

a. Objective of the phase

Knowledge and identification of the relationships between the sectors considered for the achievement of the Goals and selected targets.

b. Outcomes of the phase

- Identification of thematic areas affecting the public value chain, and indication of the links that add the most value.
- Guidelines for an intersectoral agenda based on the concept of public value. This information will be used in the phase VII workshop.

c. Required inputs

- Example of public value chain applied to Goal 4 and target 4.1.
- List and description of existing coordinating institutions and/or mechanisms.

d. Activities to be developed

d.1 Identification of the public value chain within the framework of Goals and selected targets

With respect to the Goals and selected targets, identify how these targets are related to other thematic areas included in the State development plan that contribute directly or indirectly to solving problems and helping to create public value. For this purpose, consider the following guidelines:

- Identify in the first column of matrix 4 the thematic areas established in the prioritization of SDGs that are the most directly related to the selected target.
- Identify the problems highlighted in planning instruments that hamper the achievement of the selected target.
- Put the selected target in the appropriate space. It will probably be a result or impact, as it would be a solution to the problems presented as inputs. However, it could also be an input for other 2030 Agenda targets. Thus, it will depend on the point of view considered and that justifies the exercise. Nonetheless, it is important to remember the problem, given that a resolution will generate public value.
- Try to reconstruct the path to added public value starting with the target, completing matrix 4 with the strategies or objectives of the 2013-2030 Jalisco State development plan and/or targets of the 2030 Agenda that correspond to inputs, processes, outcomes, results and impacts (use different colours to differentiate the two instruments).

Matrix 4: public value chain

| Thematic areas | Inputs → | Processes → | Outcomes → | Results → | Impacts |
|----------------|----------|-------------|------------|-----------|---------|
| | | | | | |
| | | | | | |
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| | | | | | |

d.2 After completing the matrix answer the following questions:

- What thematic areas are most and least related to others?
- Which link of the public value chain is related to the selected target?
- Based on the previous question, which institutions should work more closely together based on the strength of the links in thematic areas?
- When and how should the thematic area be addressed?
- Are existing coordination mechanisms sufficient, and what other mechanisms or measures could be used to address the challenges of intersectoral coordination?

- e. **Example — Matrix 4: value chain of Goal 4 —target 4.1— Jalisco State case**
 “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. The problems associated with this target in the State development plan are the educational gap and the low quality of education.

Table 10
Public value chain, case of the State of Jalisco

| Thematic area/stages | Inputs → | Processes → | Outcomes → | Results → | Impacts |
|----------------------|---|--|--|---|---|
| Economy | | OD8O2E2. Strengthen educational programmes and higher education in finance and corporate education | | | *Reduce the proportion of youth not in education, employment or training (target 8.6) O4E3. Establish the institutional scope that strengthens the diversification of higher education O4E2. Link higher education with the production sector and sustainable development |
| Health | | OD20O3E1. Strengthen physical education at all educational levels | | | |
| Safety and security | O3E3. Increase school safety initiatives | | | | |
| Education | Teachers Schools O2E4. Improve educational infrastructure O2E6. Improve teacher training programmes and institutions O1E1. Guarantee inclusive schools with equity Academic scholarships Economic scholarships for basic education and teacher training Public transport grants for students Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy (target 4.6) | Curriculum Recruitment Assessments Teacher training O2E2. Strengthen the professionalization of teachers and managers O2E1. Coordinate the Jalisco State education system O2E7. Guarantee transparency and accountability in educational institutions O1E3. Promote programmes that improve learning in the classroom and provide extracurricular counselling Public libraries | Secondary school intake Upper secondary school intake | Target 4.1 Effective learning outcomes for primary, secondary and upper secondary education Successful completion of primary, secondary and upper secondary education Average level of education | Improve lives and sustainable development Position in the Human Development Index (HDI) Ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university (target 4.3) |
| Technology | O1E4. Strengthen learning methodologies and include the use of ICTs to allow students to fulfil their potential Online pre-registration system for students at the basic educational level | | | | |

Table 10 (concluded)

| Thematic area/stages | Inputs → | Processes → | Outcomes → | Results → | Impacts |
|----------------------|--|---|------------|-----------|---------|
| Social | School breakfasts programme O2E3. Expand and promote social participation mechanisms relating to strategic educational issues Scholarships for indigenous students Support for students with respect to transport O2E5. Promote projects to provide support with respect to supplies | | | | |
| Culture | | O4E1. Help to increase the State's artistic capital and value, so that the population of Jalisco has access to artistic education and training activities at the early, continuing, upper secondary and higher educational levels | | | |

Source: Prepared by the authors, on the basis of Undersecretariat of Planning and Evaluation, “Posición en el Índice de Desarrollo Humano”, Guadalajara, 2012 [online] <https://seplan.app.jalisco.gob.mx/mide/panelCiudadano/detalleIndicador/158?temaElementalId=4&nivelId=&max=10&programaId=&conceptoId=&ids=&palabra=&nivelIndicadorId=&offset=30&dependencialId=&temaId=&dimensionId=&agregado=1&url=buscar&format=>; “Sistema de monitoreo de acciones y programas públicos” [online database] <https://programas.app.jalisco.gob.mx>.

Phase VI. The challenge of intertemporality in the implementation of the 2030 Agenda for Sustainable Development

The 2030 Agenda for Sustainable Development is a long-term initiative. However, given the magnitude of challenges, there is a need for coordinated initiatives in the short and medium term. More specifically, there is a need for an integrated approach to transform these initiatives into public sector management tools.

This stage involves the challenge of intertemporality in development planning, which is related to methods for defining and mechanisms for coordinating the different time horizons of planning —long, medium and short term. Intertemporal planning extends beyond a period of government and incorporates a long-term vision. It takes into account the management of connections, linkages, interactions and agreements between different time periods. The purpose of intertemporal planning is to promote stable actions and policies that are less vulnerable to changes in administration and government.

a. Objective of the phase

Knowledge and identification of existing links between long-, medium- and short-term targets of the State development plan with respect to the achievement of the 2030 Agenda for Sustainable Development.

b. Outcomes of the phase

- Identification of SDGs or targets least likely to be achieved and their link with the State development plan.
- Identification of possible strategies to address the challenge of intertemporality.

c. Required inputs

- Summary of the 2030 Agenda
- Main planning instrument (development plan or strategy)
- Example of activities d.1, d.2 and d.3
- Table of target achievement scenarios matrix 7

d. Activities to be developed*d.1 Lifeline of the Goal or selected target*

Highlight the lifeline of the indicator that reflects the best way to achieve the Goal and is the most directly linked to one of the selected targets. In other words, the future points of reference relevant to this target must be determined. The most important point of reference is the identification of the value of the target for 2030. Not all 2030 Agenda targets can be determined clearly and quantitatively. However, it is important to try to identify the trend emerging from the series.

First, identify the indicator in the national development plan that takes one of the priority targets into account. If the indicator is not the same as those included in the 2030 Agenda, use the most similar one. Enter these data into an Excel file to create a table with information organized according to years and indicators (matrix 5).

Next, in another column in the Excel table, identify the behaviour of this indicator according to the information provided in the monitoring and follow-up reports.

Lastly, identify a value for 2030, on the basis of the selected target.

Matrix 5: link between local targets and the 2030 Agenda

| Years ^a | National development plan target | Current value | Sustainable Development Goal target |
|--------------------|----------------------------------|---------------|-------------------------------------|
| 2012 | | | |
| 2013 | | | |
| 2014 | | | |
| 2015 | | | |
| 2016 | | | |
| 2018 | | | |
| 2030 | | | |
| 2033 | | | |

^a Add the number of years determined by the group.

d.2 Indicate the data of the State development plan targets, the current behaviour of that indicator and the target established in the 2030 Agenda

d.3 Matrix of the analysis of ongoing initiatives relating to the priority SDG targets

Complete the following matrix identifying what is currently being done and contributing to the achievement of the target.

Matrix 6: target of the 2030 Agenda for Sustainable Development incorporated into State planning

| Development vision, 2030 Agenda target | National development plan What national goals, sectoral goals or strategies are included in the State development plan? | Programmes or projects | Budgets Amount of resources |
|--|--|------------------------|--------------------------------|
| | | | |
| | | | |
| | | | |

d.4 Consideration and proposals of links

- Answer the following questions in the framework of the analysed targets:
 - (a) What scenario is the most likely in 2030 with respect to the achievement of the targets? Use matrix 7.

Matrix 7: possible scenarios of achievement of the targets

| | | 2030 Agenda for Sustainable Development | |
|----------|---------------------|--|--|
| | | Sustainable Development Goal target achieved | Sustainable Development Goal target not achieved |
| Honduras | Target achieved | Best possible scenario | Scenario of local achievement |
| | Target not achieved | Scenario of international standing | Extreme negative scenario |

- (b) Does the achievement of the Goal or target occur together with or at the same time as others or require the achievement of other Goals or targets beforehand?
- (c) What are the main trends that explain the achievement (or not) of the target?
- (d) What is currently being done to achieve the long-term target? Are current actions necessary? Logical link. Are current actions enough to achieve the Goal or are changes required?
- (e) Is the Goal or target more or less ambitious than the State plan?
- (f) If the Goal can be achieved by the proposed date, what strategies can be developed to:
 - Improve coverage or distribution by type?
 - Facilitate strengthening with other targets?
- (g) If the Goal cannot be achieved by the proposed date, what strategies can be developed to achieve it? What must be done now to accelerate the change in trends in the long term? Consider possible future scenarios.
- (h) How can institutions maintain efforts to achieve the Goal?
- (i) Which instruments are best suited to the institutional framework of the territory?

e. Example of exercise of activities d.1, d.2 and d.3

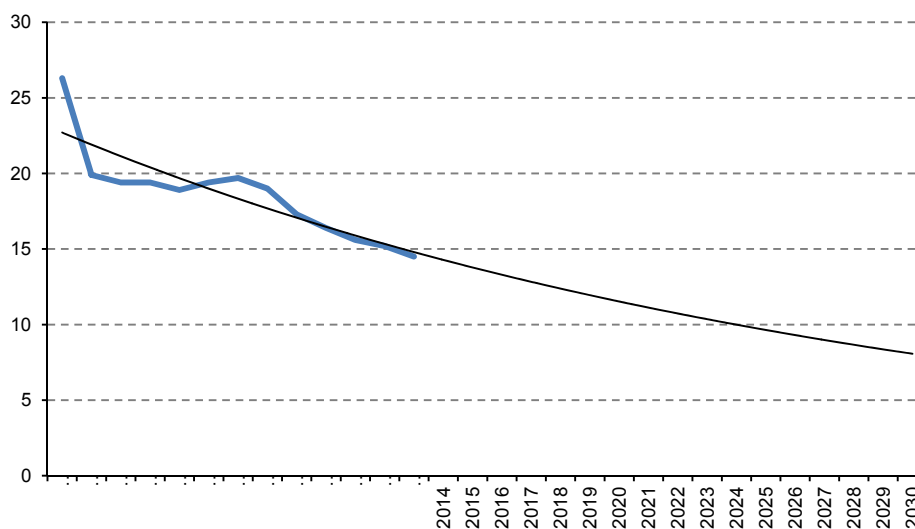
Example d.1 The following example refers to target 4.6 “By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”. This is a qualitative target that is difficult to quantify, as the phrase “substantial proportion” is subjective.

The national development programme of Honduras has a proxy indicator for target 4.6 of the 2030 Agenda called “net coverage of basic education”. In its first two cycles it defines a specific target which will have to be analysed to determine whether it is more or less demanding than the Goal 4 target.

Matrix 8: example of the link between local and 2030 Agenda targets

| Years | National development plan target (net coverage of basic education) | Current value (net coverage of basic education) | 2030 Agenda target |
|-------|---|--|--------------------|
| 2009 | | 92.5 | |
| 2010 | | | |
| 2011 | | | |
| 2012 | | | |
| 2013 | | 95 | |
| 2014 | | | |
| 2015 | | | |
| 2016 | | | |
| 2017 | 100 | | |
| 2022 | 100 | | |
| 2030 | 100 | | 100 |
| 2038 | 100 | | |

Figure 3
Example d.2: illiteracy in Honduras and trend to 2030



Source: Economic Commission for Latin America and the Caribbean (ECLAC), CEPALSTAT [online database] <http://estadisticas.cepal.org/cepalstat/portada.html?idioma=english>; Undersecretariat of Planning and Evaluation, “Porcentaje de analfabetismo”, Guadalajara, 2015 [online] <https://seplan.app.jalisco.gob.mx/mide/panelCiudadano/detalleIndicador/162?palabra=leer&max=10&offset=0&agregado=1&url=buscar&format=>.

The indicator data trend indicates a decline in illiteracy. However, this will not be enough to achieve target 4.6 by 2030. The data also reflect that the targets of the strategic development plan will not be adequately met. Therefore, the following question arises: what changes in trends (disruptions) are needed to accelerate the decline in illiteracy and to achieve the targets of the strategic development plan and the 2030 Agenda?

Matrix 9: example of the link between targets of the 2030 Agenda for Sustainable Development, strategies, programmes and budgets

| Development vision, 2030 Agenda target | State planning What national goals, sectoral goals or strategies are included in the State development plan? | Programmes or projects Identify those in the monitoring system ^a | Budgets Amount (in Mexican pesos) |
|--|---|---|---|
| 4.6 | Improve educational access, coverage and quality, reduce the educational gap and promote equity in educational opportunities. | <p>Adult education. (Method: literacy, primary and secondary education for young people and adults)</p> <p>Objective: provide the population lagging behind in terms of education with quality services in primary and secondary literacy so that young people and adults can develop useful skills for life and work, and thus improve their well-being.</p> <p>Targeted group: persons older than 15 years, who cannot read and write, have not completed primary and/or secondary school, who are lagging behind in terms of education.</p> <p>Assistance: educational advice, educational, accreditation and certification materials, and educational spaces facilitating the use of information and communications technologies, all free of charge. Support is not economic, but in the form of in-kind contributions.</p> <p>Responsible entity: State institution for education of young people and adults (INEEJAD)</p> | <p>Total initial budget \$ 146,768,346</p> <p>Initial (State) budget \$ 42,823,404</p> <p>Initial (Federal) budget \$ 103,944,942</p> |

^a See Undersecretariat of Planning and Evaluation, “Sistema de monitoreo de acciones y programas públicos”, Guadalajara [online] <https://programas.app.jalisco.gob.mx/programas/>.

Phase VII. Formulation of the local implementation strategy for the 2030 Agenda for Sustainable Development

a. Objective of the phase

This phase includes the systematization of the results obtained in previous phases, integrating the proposals generally. The aim is to generate a set of recommendations so that the planning system can incorporate and implement the 2030 Agenda for Sustainable Development.

b. Outcomes of the phase

- Consolidation of group strategies into an integrated proposal to incorporate the 2030 Agenda into the planning system
- Action agenda

c. Required inputs

- Results of the workshops in previous phases
- Example of matrix 10
- Matrix of means of implementation of the 2030 Agenda

d. Activities to be developed

d.1 Consolidation and analysis of all the initiatives to be taken described in the phase III, IV, V and VI workshops.

Reflect on how the selected target influences the achievement of subnational goals and how this relates to the comprehensiveness of the 2030 Agenda. Analyse the influence that the achievement of the target would have on all SDGs followed in the State. Each group must write up the agreed conclusions based on their reflections and analysis.

d.2 Strategic formulation

Groups are advised to complete the matrix from left to right, to link the targets, stakeholders and initiatives. Select from the PlanBarometer exercise the necessary criterion to strengthen and define a time horizon (short, medium or long term), summarizing these aspects under broader strategic guidelines (for example, infrastructure, institutional strengthening, social capital, human resources).

Matrix 10: implementation strategy

| → | | | | | |
|----------------------|--------------------------|---|---|-------------------------|--|
| Targets ^a | Type of stakeholder | Government initiative ^b to allow the stakeholder to contribute to the target | Planbarometer criterion ^c that must be strengthened to ensure the stakeholder's commitment | Time frame ^d | Strategic guidelines proposed to ensure stakeholders' commitment to the targets and SDGs |
| | Allied stakeholders | | | | |
| | Opposing stakeholders | | | | |
| | Supportive stakeholders | | | | |
| | Indifferent stakeholders | | | | |

^a In a real exercise, the matrix should include the core SDGs selected and their corresponding targets. Given time constraints, the exercise is carried out with just one target in this instance.

^b What initiatives must be taken by the State to facilitate the involvement of stakeholders in the achievement of the selected targets and SDGs?

^c Take into account the 33 criteria reviewed in the exercise and the analysis carried out on the weakness or strength of these criteria.

^d Are the initiatives to be carried out immediately or are they dependent upon previous actions? Are these initiatives structural or contingent?

Matrix 11: Example of an implementation strategy

| → | | | | | |
|--|--|---|---|-------------------------|--|
| Targets ^a | Type of stakeholder | Government initiative ^b to allow the stakeholder to contribute to the target | Planbarometer criterion ^c that must be strengthened to ensure the stakeholder's commitment | Time frame ^d | Strategic guidelines proposed to ensure stakeholders' commitment to the targets and SDGs |
| 16.1 Significantly reduce all forms of violence and related death rates everywhere | Allied stakeholders Police | Identify available resources | Inter-agency coordination (weak) | Short term | Coordination of municipal police |
| | Opposing stakeholders Gangs | Characterize stakeholder | Use of scenarios (weak) | Medium term | Participatory planning |
| | Support Neighbourhood associations | Identification of the most recurrent problems of crime | Participation (weak) | Short term | Participatory planning |
| | Indifferent stakeholders Association of tourism business owners | Identify limits for activity | Inter-sectoral coordination (weak) | Short term | Participatory planning |

^a In a real exercise, the matrix should include the core SDGs selected and their corresponding targets. Given time constraints, the exercise is carried out with just one target in this instance.

^b What initiatives must be taken by the State to facilitate the involvement of stakeholders in the achievement of the selected targets and SDGs?

^c Take into account the 33 criteria reviewed in the exercise and the analysis carried out on the weakness or strength of these criteria.

^d Are the initiatives to be carried out immediately or are they dependent upon previous actions? Are these initiatives structural or contingent?

Phase VIII. Analysis of future scenarios

a. Objectives of the phase

The central aim of this phase is to incorporate an anticipatory approach to the strategy of incorporating SDGs into national plans. The analysis of future scenarios facilitates the exploration of future scenarios and the establishment of possible paths of action before they occur and thus create the conditions for planning objectives to be achieved.

b. Outcomes of the phase

- Development of future scenarios to achieve the SDGs.
- Formulation of possible optimized strategies according to the scenarios.

c. Required inputs

- Strategies to incorporate SDGs into national plans.
- 2010-2038 vision for the country and 2010-2022 national plan submitted for consideration by the national congress in January 2010

d. Activities to be developed

1. Indicate the four most relevant variables that the group believes explain future development with respect to the Sustainable Development Goal under review. A variable can be a constituent element of the national system. It may also be reflected as a group of indicators. It is important to consider that a variable can be qualitative or quantitative.
2. Describe the hypothesis of future behaviour for each variable. Two time periods should be taken into consideration: one period up to the intermediate point in 2024 and the other period up to the end point in 2030.

Matrix 12: Matrix of variables by hypothesis

| | Optimistic hypothesis | Negative hypothesis | Probable hypothesis | Other hypothesis |
|------------|-----------------------|---------------------|---------------------|------------------|
| Variable 1 | | | | |
| Variable 2 | | | | |
| Variable 3 | | | | |
| Variable 4 | | | | |

3. When the hypotheses are configured, identify possible scenarios, taking into account that there can be more scenarios than the ones being used as references.
4. Analyse the defined strategies with respect to the identified scenarios. Use the matrix below for this process.

Use the following scale to complete the matrix. The impact can be positive or negative:

- 2 to indicate a strong impact on the implementation of the strategy.
- 1 to indicate a weak impact on the implementation of the strategy.
- 0 to indicate no impact on the implementation of the strategy.

Matrix 13: Matrix of analysis of strategies by scenario

| | Scenario 1 | Scenario 2 | Scenario 3 | Sum of impacts |
|----------------|------------|------------|------------|----------------|
| Strategy 1 | | | | |
| Strategy 2 | | | | |
| Strategy 3 | | | | |
| Strategy 4 | | | | |
| Sum of impacts | | | | |

Answer the following key questions:

- Which strategy is most sensitive to the different scenarios?
- Which strategy represents the highest risk for the different strategies?
- What new strategy could be considered to address the possible scenarios?

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Annexes

Annex A1

Recommended background readings

- Proposal for the incorporation of SDGs into national plans of the United Nations Institute for Training and Research (UNITAR) (modules available for download online).¹⁶
- Methodology of assessment of the Millennium Development Goals of the Latin American and Caribbean Institute for Economic and Social Planning, developed for the course-workshop entitled “Municipalización de los Objetivos de Desarrollo del Milenio (ODM)” [Spanish only].
- Proposals of the United Nations Department of Economic and Social Affairs (DESA):
 - The doughnut framework, by Kate Raworth,¹⁷ a conceptual framework that proposes an analysis of the formulation of integrated sustainable development policies.
 - The vision of SDGs as a network of targets, by David Le Blanc, and proposal to identify links between the Goals and their targets. See Le Blanc (2015).
- Proposal by the National Planning Department of Colombia (pioneering country in the incorporation of SDGs into national planning, which serves as an example).
- Manuals of the United Nations Development Group (especially the Reference Guide to United Nations Country Teams¹⁸ which, under the direction of United Nations resident coordinators, are interested in supporting member States and national interest groups in the adaptation of the 2030 Agenda for Sustainable Development to the specific conditions of their countries; this guide focuses on mainstreaming the 2030 Agenda for Sustainable Development).
- Manuals of the United Nations Development Programme (UNDP) (mainly the Rapid Integrated Assessment Tool,¹⁹ which uses mapping to examine the incorporation of the 2030 Agenda into countries’ development plans).
- Recommendations for the countries from the Institute for Sustainable Development and International Relations (IDDRI).
- Results of the evaluation of indicators of a group of countries or experiences specific to some, prepared by the Overseas Development Institute (ODI), the Organization for Economic Cooperation and Development (OECD), the Sustainable Development Solutions Network, Bertelsmann Stiftung, and the United Nations Development Group (UNDG), among others.
- Recommendations stemming from the seminar on public planning and management in the implementation of the 2030 Agenda for Sustainable Development held at ECLAC in September 2016.

¹⁶ See United Nations Institute for Training and Research/United Nations Development Group (UNITAR/UNDG), ‘Preparing for Action’ National Briefing Package: The 2030 Agenda and SDGs”, 2015 [online] <http://www.unitar.org/pillars/cross-fertilizing-knowledge/2030-agenda-online-training-programmes>.

¹⁷ See K. Raworth, “A safe and just space for humanity: can we live within the doughnut?”, *Oxfam Discussion Papers*, Oxford, Oxfam International, 2012 [online] https://d1tn3vj7xz9fdh.cloudfront.net/s3fs-public/file_attachments/dp-a-safe-and-just-space-for-humanity-130212-en_5.pdf.

¹⁸ See United Nations Development Group (UNDG), *Mainstreaming the 2030 Agenda: Reference Guide to United Nations Country Teams*, New York, 2016.

¹⁹ See United Nations Development Programme (UNDP), *Rapid Integrated Assessment (RIA) Tool to facilitate mainstreaming of SDGs into national and local plans*, New York, 2017.

Annex A2

Glossary of methodological terms

The following methodological glossary provides a framework for the interpretation of the concepts developed during the course.

Alignment: the adjustment of a development plan or other planning instrument to a set of established principles or goals at a higher or complementary level. In other words, when a plan incorporates all the elements outlined in the Agenda 2030.

Nodes: social, economic or environmental characteristics of a country corresponding to a specific time and place which are a starting point for the establishment of the goals of a development agenda.

Coherence: in the context of planning, public policies and any other planning instrument in the system are expected to maintain a logical relationship between vision, general goals, specific goals, strategies, programmes, initiatives and targets.

Coordination: joining up of two or more different pieces of public policy, so that at least one of them maintains some flexibility. Coordination is understood as the joining up of a development plan or other planning instrument and the system's components.

Core node: the Sustainable Development Goals which, given their relevance, maximize achievement thanks to their triggering effects or impacts on the system of relationships.

Delegable competencies: those which one level of government can grant to another level, by mutual agreement and in line with the procedure established by law, after which the former remains obligated to refrain from taking decisions on the subject or delegated function. The delegating entity maintains ownership of the competency and the receiving entity exercises the delegation during the agreed period. The municipal government must express its agreement and the transfer must be accompanied by the resources needed to carry out the entrusted activity. For example, the secretary of transport in State government delegates the tasks of designing and implementing interurban routes.

Development agenda: set of strategic goals, specific goals and defined strategies to implement the public initiatives and socioeconomic activities of a country in pursuit of the development of its population.

Development planning: process carried out by the national authority of a nation or country to define development goals and the strategies to achieve them. **Development vision:** transformative and structured vision of the future sought, which must be accepted as feasible.

Exclusive competencies: those which, when exercised, correspond exclusively to each level of government, in line with the constitution and the law. Generally, the greater the number of exclusive competencies, the greater the autonomy of the corresponding government level. They are also called specific competencies. When an exclusive competency derives from the State or province, no other level of government may intervene, unless this is to provide support at the express request of the State government.

Implementation of public policies that contribute to the achievement of the Sustainable Development Goals: process which shows how Sustainable Development Goals are incorporated into public policies, plans and programmes. This is a more dynamic vision.

Incorporation of Sustainable Development Goals into planning: process which examines whether the Sustainable Development Goals have been included or not in planning processes. This is a more static vision.

Indicator: measure to establish the degree of achievement of goals.

Interlevel coordination: public action takes place at levels of government of varying scope and territorial coverage. Planning must provide definition and coordination mechanisms for the different territorial levels of development planning. This includes management of connections, linkages, interactions and agreements between different levels: global, national, subnational and local.

Intersectoral coordination: public action involves institutional blocks specialized in themes, areas or sectors. Planning must take into account the linkages, interactions and agreements between different sectors and specialized planning approaches, both among themselves and vis-à-vis the global view.

Intertemporal coordination: public action covers different time horizons and poses the challenge of defining mechanisms that link these different horizons for planning in the long, medium and short term. Intertemporal planning may go beyond a period of government and in this case, incorporate a long-term vision. It takes into account the management of connections, linkages, interactions and agreements between different time periods. One of the purposes of intertemporal planning is to promote stable actions and policies that are less vulnerable to changes in administration and government.

Linkages: links between areas, goals or strategies defined by the development agenda, which characterize the coordination and interaction defined by intersectoral coordination.

Multi-year budgets: mechanisms for programming spending and public investment over a period of more than one year. They are used to stabilize the financing of investments beyond the annual budget period.

National planning system: a set of processes, rules and procedures through which the State, via its institutions and levels of government (municipal, departmental and national), interacts with society and rationalizes decision-making in the allocation of public resources with a view to ensuring the sustainable development of the country.

Planning: management tool that supports the decision-making of social organizations relating to the existing and prospective work needed to adapt to the changes and demands deriving from prevailing conditions, and to achieve greater efficiency, efficacy and quality of the goods and services they provide.

Planning system: the set of functions, institutions, procedures and instruments that establish a desired target and coordinate actions to achieve it. Planning systems are a suitable response to the pursuit of institutionalization of the process.

Public value: the idea of public value, as described by Mark H. Moore (1995),²⁰ refers to the value created by the State through services, laws, regulations and other actions carried out by public managers, to fulfil the aspirations of citizens, guaranteeing their rights and providing them with good-quality services.

Public value chain: methodological tool that describes the main stages executed to produce a good or a service. This process reflects the work done to create public value, starting with the inputs, processes and products needed to generate certain results and impacts. This tool was used initially in private institutions, but has since been adapted to public sector organizations, with a few adjustments; for example, the ultimate goal is not economic profitability but rather the creation of public value. In the context of the course workshops, the value chain encompasses a broader perspective than that of an organization and seeks to link sectors or themes that the government must resolve to meet the population's needs.

²⁰ See M. Moore, *Creating Public Value: Strategic Management in Government*, Cambridge, Harvard University Press, 1995.

Shared competencies: those in which two or more levels of government are involved and that share complementary functions or interdependent phases in the processes involved. The law indicates the specific function and responsibility corresponding to each level. They are also known as concurrent competencies, and normally correspond to subjects that are not specific or exclusive to local life or to sectors, which the State considers still lack the capacity to be fully exercised by State entities as they can be exclusively delegated.

Specific goal: indicates the specific outcome targeted, for example, ways of contributing to the desired transformation (outcome) in the short and medium term.

Stakeholder or agent: individual or institution present in the territory and occupying a position within the social sphere.

Strategic goal: the desired medium- and long-term outcome.

Strategic guidelines: key guidelines for action, in the provincial planning system, which generate synergies or complementarity and that can be coordinated as a coherent and integrated group.

Strategies: set of methods and actions implemented in order to achieve goals.

Target: expresses the level of measurable performance that an indicator has attained.

Time frame: the time horizon in which the proposed initiative must be implemented.



Three years into the implementation of the 2030 Agenda, Latin America and the Caribbean face great challenges. More than half of the countries in the region have national coordination mechanisms for the implementation and follow-up of this Agenda. Most of these mechanisms have entrusted planning institutions with the role of coordinator or technical secretariat for coordinating the various sectors, convening stakeholders and defining the strategies and partnerships for achieving the Sustainable Development Goals (SDGs) as well as monitoring and ensuring accountability of the Goals.

This methodological guide from the Economic Commission for Latin America and the Caribbean (ECLAC) is intended to provide conceptual and practical inputs that enable countries to formulate strategies —whether at the national or subnational level— for the implementation of the 2030 Agenda. The guide takes into account planning challenges and the integrated nature of the Agenda to then establish methodological phases, using practical exercises to identify the critical nodes and links of the SDGs in a given context and link them with planning systems and the identification of key stakeholders. This then reveals the elements that can be used to prepare an implementation strategy for the 2030 Agenda in a specific context.