



CHAPTER 3

BUILDING THE CAPACITY OF PUBLIC SERVANTS TO IMPLEMENT THE 2030 AGENDA

3.1. Introduction

It is widely understood that in order to successfully implement the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), capacity-building will be needed not only in governments at all levels, but also for all actors involved in SDG implementation, follow-up and review. This is recognized in the 2030 Agenda itself, where capacity-building figures as an integral part of the means of implementation for the SDGs. Target 9 of Goal 17 recognizes the crucial importance of capacity-building in support of national plans to implement all the SDGs.¹ The Agenda and the SDGs also highlight numerous thematic areas as needing strengthened capacities (see Box 3.1).

Since 2015, considerable efforts have been made by national governments, non-governmental actors, international organizations and other actors to raise SDG awareness and build capacity for SDG implementation, both within and outside government. This chapter focuses on capacity-building efforts directed to public servants at the national level, where public administration is understood in a broad sense (see below section 3.1.1).

The importance of building the capacity of public administration at all levels for implementing the 2030 Agenda has been recognized since the beginning of the implementation of the Agenda. Achieving the Goals hinges in a large measure

on competent and effective national public administrations. Among other things, public servants at all levels need the capacity to steer and support the transformations called for by the 2030 Agenda.

The term “capacity-building” is broad, and needs to be further defined for operational purposes. It is recognized that the term covers a hierarchy of needs, going from institutional structures, systems and roles, to individual staff and infrastructure, to individual skills, and finally to tools. All these levels, as well as the broader institutional and cultural contexts, need to be considered for capacity-building actions to be effective. Action at the level of structures, systems and roles is generally more difficult and changes in these domains take longer to implement.² This is particularly relevant in the light of the transformative nature of the 2030 Agenda.

The initial objective of this chapter was twofold. First, it aimed to describe the landscape in terms of actions to build capacity for SDG implementation directed at public servants at the country level, looking at efforts from a broad range of national and international actors. Second, the chapter aimed to assess the results and impacts of actions from all actors, and evaluate the extent to which they have met the needs of countries. In trying to fulfil this task, the chapter set out to investigate the following questions: What has been done by governments and other actors to raise awareness of the SDGs among civil servants? What has been done to assess capacity needs and

Box 3.1

Capacity-building in the text of the 2030 Agenda for Sustainable Development

Capacity-building is mentioned in several parts of the 2030 Agenda for Sustainable Development, and is included in several targets.

Within Goal 17, target 17.9 reads: “Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation”. Capacity-building is also mentioned in target 17.8 in the context of “ensuring full operationalization of the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017”, as well as in target 17.18 in relation to increasing availability of high-quality, timely and reliable disaggregated data, and target 17.19 on statistical capacity in developing countries.

The need to strengthen capacity in relation to specific sectors is underscored in targets 2.4, 3.d, 6.a, 8.10, 11.3, 12.a, 13.1, 13.3, 13.b, 14.a, 15.c, 16.a, and 17.1. Many of these are “letter” targets, which were drafted to refer to means of implementation, complementing to some degree the other targets under each goal.

Capacity-building is mentioned in general terms in paragraphs 41 and 63 of the Agenda, as part of the means of implementation. It is also mentioned in other paragraphs in relation to climate change (paragraph 32), data collection for the follow-up and review of the SDGs (paragraph 57), the Global Partnership for Sustainable Development (paragraph 62), trade (paragraph 68), science, technology and innovation (paragraph 70), SDG follow-up and review (paragraph 74), and strengthening statistical systems (paragraph 76).

Source: United Nations General Assembly, “Transforming our World: the 2030 Agenda for Sustainable Development”, A/RES/70/1, 2015.

gaps for SDG implementation in public administration and to develop strategic responses to address such gaps? How have different actors contributed to building the capacity of civil servants for implementing the SDGs? As of 2020, what has been the scale of the capacity-building efforts, and are there any measurable results and impacts? And finally, what are achievements and challenges in terms of enhancing the capacity of public servants to implement the SDGs, and how could the shortcomings be addressed? As will become clear, answers to these questions cannot, in many cases, be given with confidence, given the limited information that is publicly available on capacity-building initiatives in all relevant areas. Nonetheless, the available information is sufficient to paint a general picture and draw some lessons and recommendations.

The chapter is built as follows. The remainder of the introduction defines the scope of the chapter and presents the methodology used to collect information. Section 3.2 takes stock of existing assessments of capacity needs and gaps and national strategies for building capacity in relation to SDG implementation in national public administration. Section 3.3 briefly describes the actors operating in this field. Section 3.4 provides an overview of capacity-building products found in key thematic areas. Section 3.5 highlights general findings from the research undertaken for the chapter. Section 3.6 concludes.

3.1.1. Scope of the chapter

Defining the scope of “capacity-building for SDG implementation” faces a basic practical difficulty. The Sustainable Development Goals cover a very broad scope. They are an umbrella framework under which almost every sector of human activity is represented. For instance, because agricultural productivity is the subject of SDG target 2.3, capacity needed to increase agricultural productivity can be considered as part of the capacity needs to implement the SDGs. The same argument can be made for all the sectoral issues covered in SDG targets. Hence, in a broad sense, capacity for SDG implementation encompasses the capacities necessary to implement all the SDG targets. This interpretation is not only valid from a conceptual point of view; it is, undoubtedly, fully relevant when trying to assess critical capacity gaps in relation to specific targets of the SDGs. Indeed, this is the perspective that many countries choose to reflect in their voluntary national reviews (VNRs). However, efforts to build capacity in different sectors have existed long before the SDGs were adopted, and may not have been radically altered because of the SDGs. In many cases, they are relatively well known.

Another interpretation stems from seeing the SDGs as a programme of action and focusing on the capacities that will be needed to implement it, in addition to capacities needed at the level of specific goals or targets. This encompasses both functions that are an intrinsic part of the implementation of the SDGs (for example, SDG localization, SDG indicators, SDG reporting processes) and functions that come in direct support

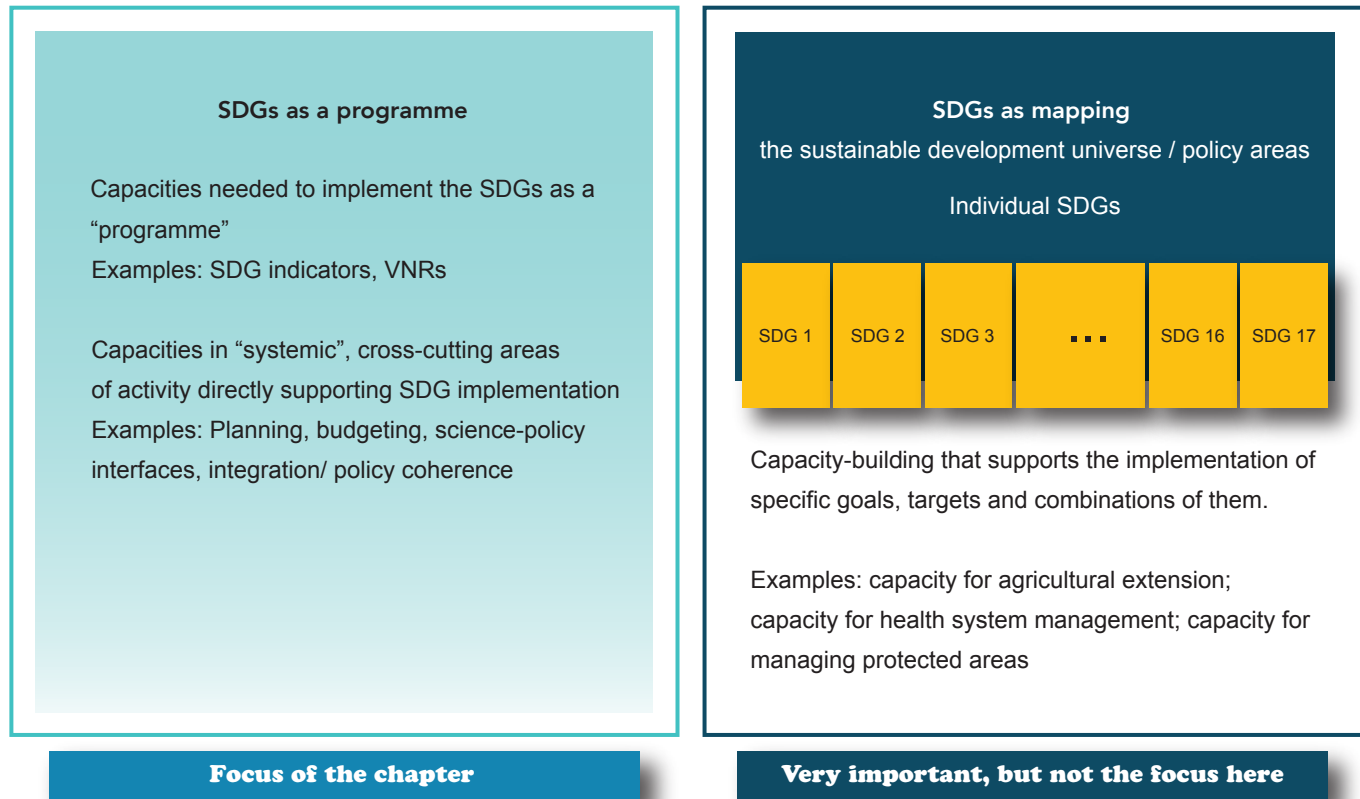
of SDG implementation, such as planning. This perspective leads to a focus on systemic, cross-cutting functions and capacities for SDG implementation, which include, for instance, transformative change, policy integration, science-policy interfaces, as well as planning and budget processes that allow governments to steer SDG implementation. This interpretation is useful in order to focus on “what is different” with the SDGs, or, in other words, what capacities are needed to enable, steer and support the transformations required to achieve the SDGs.

This chapter adopts this latter perspective (see Figure 3.1). It focuses on capacities needed to implement the SDGs seen as a programme of action. Therefore, the research undertaken for this chapter focused on capacity-building for cross-cutting functions, and left aside capacity-building at the sector (or goal) level.

Of course, the boundaries between these two domains are not always clear-cut. For instance, some issues such as accountability and transparency, as reflected in target 16.7, are cross-cutting in nature. Similarly, areas relating to core functions of government such as planning, budgeting, the functioning of local governments and their interactions with higher levels of government, all pre-date the SDGs. They can be seen from a generic standpoint that goes well beyond SDG implementation, but are also directly relevant to the latter, for instance when considering the alignment of national development plans with SDGs, SDG localization, and SDG evaluation. A focus on capacity to implement the SDGs as a programme ought to examine most closely activities and functions of public administration where the advent of the SDGs has required the most change. Given these conceptual and practical difficulties, the approach to including capacity-building activities in the scope of this chapter was heuristic, rather than based on a priori criteria (see section 3.1.2 below).

An exception to this general rule is that the chapter does not consider capacity-building in relation to financing the implementation of the SDGs. Although this is an area where needs have been consistently highlighted by countries in their voluntary reviews presented at the United Nations, the offer in terms of capacity-building in this area is relatively recent and little was found in the research done for this report in terms of country-level activities.³

As discussed above, within this thematic scope, the focus of the chapter is limited to capacity-building activities targeting public administration and public servants at the country level. This includes activities initiated and implemented by any actor or combination of actors, public or not, and both national and international. A general caveat is that recipients of capacity-building activities are often not clearly identified in publicly available sources. Whenever capacity-building activities appeared to feature parts of public administration among their recipients, they were considered as potentially relevant for this chapter.

Figure 3.1**Thematic scope of the chapter**

Source: Authors' elaboration.

3.1.2. Methodology

In order to capture a picture of the landscape in terms of capacity-building on SDGs for public servants, the research aimed to identify capacity-building products, understood as the combination of activities associated with specific tools and delivery modes.⁴ As far as possible, for each activity, an attempt was made to identify the provider (the institution producing or delivering the activity) and the recipient within public administration. The research focused both on country-level documents, primarily in the 24 countries included in the report's sample, and on information published by key institutions providing capacity-building for SDG implementation (including international organizations, NGOs, think tanks, etc.). The former provided insights into the “demand-side” of capacity-building for SDG implementation. The latter provided a perspective on the “supply-side” of capacity-building. Triangulating information from these two main sources is important, as information is often patchy and incomplete (see below).

In order to describe the landscape of capacity-building for SDG implementation, the next step was to classify the information found in different thematic areas. There is no commonly agreed classification for capacity-building for SDG implementation (see Box 3.2). This is hardly surprising, given the blurry boundaries of what can be considered “capacity-building for SDG implementation” described above.

Given this, the elaboration of a thematic classification of the capacity-building activities identified in the research was heuristic and based on a back-and-forth between normative frameworks and the collected data. The normative framework that served as a point of departure is the set of principles of effective governance for sustainable development elaborated by the UN Committee of Experts on Public Administration (CEPA) and adopted by the UN Economic and Social Council in 2018.⁵

Box 3.2**Classifications of capacity-building needs and gaps for SDG implementation**

Various classifications of capacity-building needs, gaps and activities have been used by global and regional studies since 2015. A common feature of many studies is that they adopt a priori classifications, which they use to elicit answers (in the case of surveys) or analyse documents (in particular, the voluntary national review (VNR) reports presented by UN Member States at the high-level political forum on sustainable development).

For instance, a report commissioned by the UN Division for Sustainable Development Goals and based on the analysis of 111 VNR reports used the following categories: policy and legislative capacity for implementing the 2030 Agenda; institutional capacity; monitoring and reporting capacity; human resources and leadership capacity; financing capacity; and information and technology capacity. When looking at capacity-building for SDG implementation in Canada, Kindornay and Kocaata (2019) use the following categories: Leaving no one behind; leadership, governance and policy coherence; awareness, engagement and partnership; indigenous knowledge, self-determination and reconciliation; communities, municipalities and cities; and learning, knowledge and research.

Sources: United Nations, Department of Economic and Social Affairs, "Capacity Development for 2030 Agenda Implementation: Needs and Gaps from the VNRs", Division for Sustainable Development Goals, (New York: United Nations, 2019); Shannon Kindornay and Zeki Kocaata, "Capacity development for 2030 Agenda implementation in Canada", Good practice in 2030 Agenda implementation series, Vancouver and Ottawa, British Columbia Council for International Cooperation and Canadian Council for International Cooperation, 2019.

While all of the CEPA strategies are relevant to governance in general, some of them were found to have been the subject of a large amount of capacity-building activities in the context of SDG implementation since 2015, while others did not seem to have received as much focus. Other areas not identified as individual strategies in the CEPA framework have witnessed extensive activity in relation to capacity-building for SDG implementation, and were added to the framework.

All the examples of capacity-building activities and products found in the research for this chapter can be grouped under three broad clusters, which can be labelled as long-term transformation; policy integration; and incorporating the SDGs into the rules, processes and routines of public administration. These three clusters can be divided into narrower themes. Under the first cluster, long-term transformation, we grouped activities that contribute to raising awareness of the SDGs, aim

Box 3.3**CEPA's strategy guidance notes on the principles of effective governance for sustainable development**

The United Nations Committee of Experts on Public Administration (CEPA) has developed a set of principles of effective governance for sustainable development. The essential purpose of these voluntary principles is to provide practical, expert guidance to interested countries in a broad range of governance challenges associated with implementation of the 2030 Agenda. The principles, endorsed by the Economic and Social Council on 2 July 2018, highlight the need for pragmatic and ongoing improvements in national and local governance capabilities to reach the SDGs. To this end, the principles are linked to a variety of commonly used strategies for operationalizing responsive and effective governance (62 in total).

In this context, guidance notes have started to be developed for individual strategies. The guidance notes aim to provide a primer to individuals in government ministries and agencies who may not be familiar with the topic, and to help them to identify how to adjust elements of their practice to achieve better results and to better embed and institutionalize the strategy in their organizations. The notes provide links to major learning, capacity-building and development cooperation initiatives in the areas they cover, thus serving as first-stop hubs for capacity-building resources.

Source: See United Nations Division for Public Institutions and Digital Government, "Principles of Effective Governance", <https://publicadministration.un.org/en/Intergovernmental-Support/CEPA/Principles-of-Effective-Governance>.

to change values, norms and attitudes in the public service, and seek to inform the policy process through science-policy interfaces. The second cluster, policy integration, covers activities that fall under the three dimensions of horizontal integration - the promotion of collaboration, coordination and new ways of working together across organizational boundaries, vertical integration - the collaboration between different levels of government, and engagement with stakeholders.⁶ A third cluster comprises activities that promote the integration of the SDGs into the norms, rules, and practices that govern public administration, including SDG localization, planning, monitoring and evaluation systems, and other domains of administrative practice.

While this clustering is useful in order to classify capacity-building initiatives and products, these categories and themes intersect, and there are often close interlinkages among them. Specific capacity-building activities can support several of them. For instance, capacity-building initiatives based on academic or government work on interlinkages among the SDGs supports the science-policy interface, planning and policy integration, while also being relevant to SDG monitoring. Electronic SDG platforms or SDG hubs support SDG monitoring, evaluation and reporting while also promoting awareness-raising. This interconnectedness is important to keep in mind when reading this chapter, as initiatives presented under one label are often relevant to other categories as well.

3.2. Capacity needs and gaps for SDG implementation in public administration: what do we know?

This section reviews the available evidence in terms of assessments of capacity needs and gaps for SDG implementation in public administration at the national level, from different sources.

3.2.1. National capacity needs assessments

Capacity-building is presented as a priority by many countries in their voluntary national reviews both in general and in relation to specific sectors, with or without reference to the SDGs. This reflects the perspective of SDGs seen as an overarching umbrella for sectors.

There is a relative scarcity of information on capacity needs and gaps for SDG implementation at the national level. The widely recognized importance of capacity-building in public administration in relation to SDG implementation could have translated into capacity needs and gaps assessments at the country level, focusing on different levels of government and public administrations, from national to local. However, research done for this report indicates that such assessments are rare, at least at a whole-of-government level. Among the 24 countries examined in depth for this report, few appeared to have conducted a comprehensive, government-wide assessment of critical capacities needed in public administration to implement the SDGs.

Box 3.4

Morocco's key capacity-building requirements for implementing the SDGs

Morocco's 2020 Voluntary National Review (VNR) identified key capacity-building requirements, including:

- Strengthen the capacities of administrations and local authorities in planning and implementation of the SDGs as well as monitoring and reporting on progress;
- Consolidate the framework and mechanisms ensuring the coherence of public policies for the effective and efficient implementation of the SDGs;
- Strengthen the integration of the SDGs and their targets in the budget process;
- Further develop the organizational capacity of the national statistical system.

Source: Morocco, "Examen National Volontaire de La Mise En Œuvre Des Objectifs de Développement Durable," VNR Report, 2020, 20, https://sustainabledevelopment.un.org/content/documents/26406VNR_2020_Morocco_Report_French.pdf.

In some cases, SDG capacity needs assessments have informed the preparation of VNR reports. For example, in Costa Rica, an assessment identified, among others, the lack of technical capacity to integrate the SDGs into organizational actions and the need to strengthen longer-term planning for national development aligned with the 2030 Agenda.⁷ In Mauritius, an assessment of the institutionalization of the SDGs noted the capacity gap for broad coordination with stakeholders as a challenge to policies alignment with the SDGs.⁸ In other cases, assessments evidenced institutional capacity bottlenecks at all levels of government as a major impediment to ensuring implementation and support SDG monitoring and accountability,⁹ or the need to develop the capacity for integrating the SDGs into planning, programming, budgeting and implementation processes at the national, provincial, and local levels, as well as for strengthening the monitoring and evaluation system.¹⁰

In several countries, external audits of government preparedness to implement the SDGs have provided insights on key capacity needs and gaps for SDG implementation at the national level.¹¹

In the report's sample, several countries have assessed the capacity of the national statistical system in relation to the production of SDG-relevant data. For instance, the High Commission for Planning of Morocco has assessed the capacity to support data generation required for monitoring SDGs progress.¹² The Ministry of Planning and Economic Policy of Costa Rica has identified several capacity gaps regarding SDG indicators, including data analysis; use of data communication technologies; and strengthening coordination capacity.¹³

Supreme audit institutions have also assessed capacity gaps within the national statistical system, identifying weaknesses such as lack of qualified statisticians in relevant Ministries, the lack of action to establish baseline data for SDG indicators, and the absence of coordination mechanisms across the national statistical system.¹⁴

3.2.2. Global and regional assessments

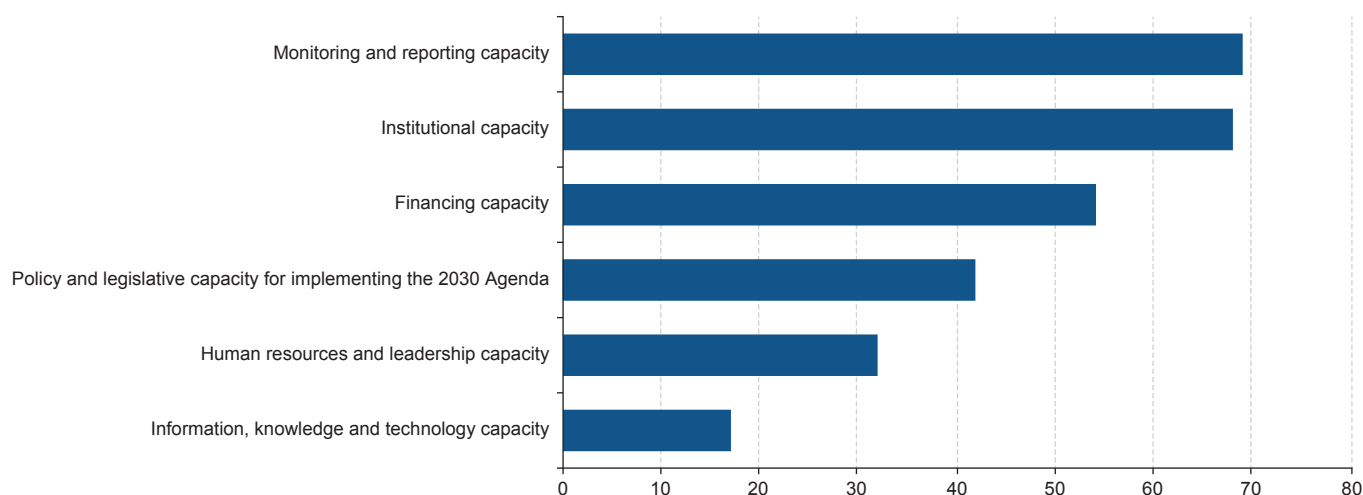
At the global and regional level, studies of capacity needs and gaps in relation to SDG implementation have been produced. Some are based on the voluntary national reviews (VNRs) presented by UN Member States each year at the high-level political forum. Others are based on ad hoc surveys.

Despite the limited information provided by individual VNR reports on capacity needs and gaps and capacity-building activities in public institutions, global syntheses of the reports can produce an aggregate picture that is helpful in order to understand needs and gaps.¹⁵ The capacity needs and gaps highlighted every year have not varied much over time, and include institutional capacity-development, capacity for coordination across government departments and between different levels of government, SDG monitoring, evaluation and reporting capacities, data and national statistical systems, mobilization of financing for the SDGs.¹⁶ By and large, these reflect the areas singled out in the 2030 Agenda as needing capacity strengthening (see Box 3.1 above).

A report commissioned by the UN Division for Sustainable Development Goals reviewed the content of 111 VNR reports from 102 countries published from 2016 to 2018 for information on capacity needs and gaps. In order to analyse the thematic

Figure 3.2

Number of countries reporting capacity gaps in VNR reports (2016-2018)



Source: UNDESA/ Division for Sustainable Development Goals.

areas put forward by countries, the report used the following categories: policy and legislative capacity for implementing the 2030 Agenda; institutional capacity; monitoring and reporting capacity; human resources and leadership capacity; financing capacity; and information and technology capacity. The number of countries found to have mentioned capacity gaps falling into these broad categories is shown in Figure 3.2 above.¹⁷ More detailed analysis showed that over 30 countries reported capacity gaps in terms of challenges to integrated policy-making and addressing synergies and trade-offs; horizontal coordination; statistical systems, including data generation, data quality, and data disaggregation.

Capacity assessments focused on specific SDG areas have been conducted by international organizations. For example,

assessment of SDG 11 targets;¹⁸ assessment of capacity needs and capacity plans on gender-responsive planning and budgeting and gender statistics;¹⁹ and the integration of environmental dimensions of the SDGs into national policy, plans, and programmes.²⁰

3.2.3. National strategies for building capacity for SDG implementation in public administration

As of 2020, capacity-building strategies and plans for SDG implementation at a whole-of-government level are extremely rare. Among the 24 countries examined in depth for this report, Spain stands out as having adopted a government-wide approach to strengthening the capacity of public administration for SDG implementation at the national level.

Box 3.5

Spain's government-wide approach to strengthening the capacity of public administration for SDG implementation at the national level

Spain has adopted a government-wide approach to strengthening the capacity of public administration for SDG implementation at the national level. Providing public officials with the knowledge and capacities to implement the SDGs is one of the ten cross-cutting transformational measures to support the implementation of the 2030 Agenda identified in Spain's Action Plan for the Implementation of the 2030 Agenda (adopted in June 2018).^a The Ministry for Territorial Administrations and Public Function is responsible for this measure.

According to the Action Plan, by 2022, 100 per cent of public officials of the General State Administration^b will have knowledge of the 2030 Agenda and those with direct implementation responsibilities will have the capacities to support the implementation process. The Plan identifies three specific targets at the national level: (1) By 2022, all selection processes to access the civil service will incorporate contents related to the 2030 Agenda (by 2020 for all processes managed by the National Institute of Public Administration, and by 2022 for all groups of civil servants in central public administration); (2) By 2020, all selection processes to access the highest levels of the civil service (groups A1 and A2) will incorporate the development of capacities and skills related to the implementation of the 2030 Agenda; and (3) By 2019, all capacity-building plans for public officials in the General State Administration will incorporate contents related to the 2030 Agenda.

Rather than based on an assessment of capacity-building gaps, the cross-cutting measure seems to have been identified as a way to leverage the existing capacity-building institutions and programmes for supporting SDG implementation by integrating contents related to the 2030 Agenda.ⁱ

In the framework of this government-wide approach, in 2019 the government reported on some of the actions undertaken and progress on the capacity-building targets. According to Spain's Progress Report 2019,^c specific contents related to the SDGs have been incorporated into exams to access some groups and levels of the civil service. In one ministry (Ministry of Labor, Migration and Social Security), contents related to the SDGs have been incorporated into the exams to access all groups and scales of the civil service.

Sources:

^a Spain, "Action Plan for the implementation of the 2030 Agenda. Towards a sustainable development strategy", 2018, <http://www.exteriores.gob.es/Portal/es/SalaDePrensa/Multimedia/Publicaciones/Documents/PLAN%20DE%20ACCION%20PARA%20LA%20IMPLEMENTACION%20DE%20LA%20AGENDA%202030.pdf>. On its approval, see <https://www.lamoncloa.gob.es/consejodeministros/Paginas/enlaces/290618-agenda2030.aspx>.

^b As defined in Law 40/2015 (Régimen Jurídico del Sector Público), article 55.

^c Spain, "Progress report. Implementation of the 2030 Agenda in Spain", 2019, 35, 36. <http://www.exteriores.gob.es/Portal/es/PoliticaExteriorCooperacion/Agenda2030/Documents/Informe%20de%20Progreso%202019.pdf>.

Note:

ⁱ The transformational measures were identified as low hanging fruits with great potential to make a difference in the implementation process. See Spain, "Action Plan for the implementation of the 2030 Agenda. Towards a sustainable development strategy", 2018, 145.

Spain's Action Plan for the Implementation of the 2030 Agenda, adopted in June 2018, includes measurable targets in this regard, which, when implemented, would deeply institutionalize the SDGs into national public administration (see Box 3.5 above).

In some countries, Parliaments have been supporting the institutionalization of capacity-building in relation to the 2030 Agenda. For instance, in Mongolia, a resolution adopted by the Parliament in November 2016 mandates the Government to support central and local administrative bodies by providing overall management and methodological advice on formulating the development policy planning documents and strengthen the institutional capacity within the context of the country's Sustainable Development Vision 2030.²¹

In contrast to the dearth of government-wide capacity-building strategies around SDG implementation, many countries have incorporated SDG-related concerns into capacity-building strategies and plans at the sector or thematic level. A prominent example of this is national strategies for the development of statistics, which aim to build capacity across all elements of the national statistical system. In the report's sample, examples include Mongolia, the Philippines, and Rwanda. Closely related, strengthening capacity to generate data for monitoring the SDGs is also a priority reflected in many voluntary national reviews. These two areas of focus do not come as a surprise, given the importance given in the 2030 Agenda to strengthening national statistical systems and building effective national SDG follow-up and review systems (see Box 3.1 above).

3.3. Actors involved in capacity-building for SDG implementation in the public sector

Capacity-building for SDG implementation for public servants at the national level is delivered by an impressive variety of actors, both national and international. Figure 3.3 illustrates the range of actors involved, based on the desk research conducted for the report.

At the national level, government institutions and schools of public administration are prime "natural" providers of capacity-building activities on SDG implementation targeted at public servants (see section 3.4.3 below). In many countries, academia plays a key role, often operating in collaboration with governments. Academia has been involved in developing SDG curricula; training public servants on SDG-related issues; maintaining SDG platforms; and strengthening the science-policy interface on SDGs. Non-governmental organizations have also been active, and their role varies depending on the country, with a very visible presence in capacity-building in countries like Italy (see below).

Many other actors have provided training and especially tools and reference material that is highly relevant. Such material tends to target specific capacity needs, based on the specialization of the actors. For instance, association of municipalities have been very active in developing capacity-building material on SDG localization.

Box 3.6

National Strategy for Development of Statistics and capacity-building in Mongolia

The link between capacity assessment and strategic action is often unclear. An exception is the case of Mongolia, where after comprehensive assessments of the statistical system were conducted in 2014 and in 2017, a Mapping and Assessment of the Data Ecosystem was published.^a

In response to constraints identified in the capacity of the statistical system in general and for monitoring of the Sustainable Development Vision and the SDGs, a National Strategy for Development of Statistics (NSDS) was approved in 2016, to address capacity-building across all elements of the national statistical system.

The strategy focuses on user needs as well as capacity-building measures on data production and the use and application of data for policymaking. It also takes steps to reinforce the effectiveness of monitoring systems at local levels in alignment with the central-level monitoring system.^b

Sources:

^a United Nations Development Programme et al, "Development Finance Assessment for Mongolia. Diversifying finance for sustainable development 2018", 2018, 83; Mongolia, "Mongolia Voluntary National Review 2019: Implementation of the Sustainable Development Goals" (Ulaanbaatar, 2019), 12, 44.

^b United Nations Development Programme et al, "Development Finance Assessment for Mongolia. Diversifying finance for sustainable development 2018", 2018, xvii, 59.

Figure 3.3**Main actors involved in capacity-building on SDG implementation directed at public servants, as found in the research**

National level	International level
<ul style="list-style-type: none"> Central government – Ministry or agency leading SDG implementation Central government – other Ministry Parliaments Supreme audit institution Subnational governments (e.g. states, regions, districts or equivalent) Local governments Professional associations Actor-based national networks, associations Civil society Academia Schools of public administration National think tanks 	<ul style="list-style-type: none"> Actor-based international networks, associations, organizations (e.g. IPU, UCLG, groupings of supreme audit institutions) Civil society organizations, networks Global, regional think tanks Academia – international networks Schools of public administration – regional and global networks UN system: includes UNDP, specialized agencies, UNDESA Other international organizations (e.g. OECD) Bilateral development agencies (e.g. GIZ)

Source: Authors' elaboration.

At the international level, many organizations have been very active. Early in the SDG implementation period, the United Nations Development Group came out with guidance for United Nations country teams to mainstream the implementation of the 2030 Agenda. Successive versions of the guidebook²² introduced a range of capacity-building tools and approaches in critical areas highlighted in the 2030 Agenda such as awareness-building, multi-stakeholder approaches, adapting SDGs to national, subnational and local contexts, horizontal and vertical policy coherence, monitoring and reporting, and others. This approach has resulted in the production of multiple guidelines and in the delivery of capacity-building at the country level, mostly focused on government actors. The early start of capacity-building activities for SDG implementation benefited from past activities in support of the Millennium Development Goals, which already had a strong focus on strengthening planning and monitoring capacities in developing countries. Recent developments include the development of the SDG Integration Toolkit, maintained by the United Nations Development Programme (UNDP), which provides a repository of numerous tools that directly support capacity-building for SDG implementation.²³

Other actors such as bilateral development agencies and international networks focus on specific types of national

institutions. For instance, the Inter-Parliamentary Union (IPU), the International Organization of Supreme Audit Institutions Development Initiative (IDI), and United Cities and Local Governments (UCLG) have also given high priority and visibility to capacity-building for SDG implementation.

Many capacity-building activities described in this report involve collaboration among actors operating at different levels. Examples include collaborations between UNDP, other UN agencies and governments, sometimes with other national and international organizations; collaboration between UN agencies and other international organizations; and collaborations between civil society organizations and bilateral development agencies.

3.4. Overview of key capacity-building initiatives and products

Since 2015, governments either individually or in partnership with local, national and global actors, have carried out a broad range of initiatives, to enhance skills and raise awareness of the SDGs among public servants. This section illustrates capacity-building initiatives and actions in different thematic areas, focusing on those where the highest number of initiatives were found in the research.

Box 3.7**Delivery channels used for capacity-building activities on SDGs**

A broad range of channels and methods are used to deliver training and capacity-building on SDGs to public servants. Channels for delivery for awareness-raising material include brochures and posters, game-playing material, meetings and townhalls. More elaborate content is delivered through conferences and seminars, workshops, along with traditional training sessions (initial and continuous). Digital channels have been increasingly used to publish official information and SDG data dashboards; deliver traditional online courses and massive open online courses (MOOCs); and maintain repositories of practices, including guidelines and toolkits. During the pandemic, electronic channels have largely replaced more traditional channels for delivering training and capacity-building (for instance, webinars have replaced workshops), which has created both opportunities and challenges.

Source: Authors' elaboration.

3.4.1. Raising awareness of the SDGs among public servants

Several channels are used to raise civil servants' and public officials' awareness of the SDGs. Many initiatives entail the organization of workshops, seminars, and annual events, and use a broad range of awareness-raising products.

SDG dissemination and sensitization materials have been developed by public agencies and civil society. In France, the "kit pédagogique sur les Objectifs de développement durable" was issued by the Ministry of the ecological and solidary transition and Agence Française de Développement (AFD) in May 2017. Conceived for all actors, it consists of pedagogical support material on SDGs including flashcards, board games, stickers, etc. with seven documents that provide information on different topics (presentation of the SDGs, SDG indicators, bibliography, and others.²⁴ Similar kits are found in many countries.

In India, nine States have prepared capacity-building resources materials. Different tools have been used such as manuals on SDGs, training modules, information booklets and toolkits.²⁵ In Assam, Arunachal Pradesh, Andhra Pradesh, Haryana, Tamil Nadu, Madhya Pradesh, Odisha, Tripura and Bihar, the State government has organized a series of workshops and meetings to sensitize government officials on SDGs. The State of Haryana has prepared an SDG Communication Strategy to build awareness amongst all stakeholders, including particularly State Government Departments.²⁶

Content developed by the United Nations and other global actors has been translated into national languages.²⁷ A prominent example of this is the SDG icons, which have been translated in many languages. In Sierra Leone, simplified versions of the 2030 Agenda are distributed, for instance to members of parliament.²⁸ Examples of SDGs awareness-

raising products include a two-page brief on the 2030 Agenda and the core principles underlying it,²⁹ as well as a short video on the Agenda, its five dimensions and the 17 SDGs.³⁰ Other products include SDG posters distributed free of charge to Finnish schools³¹ or put up in ministries, departments, and government agencies in Sierra Leone,³² and photo exhibitions.³³

Some awareness-raising products targeting public servants are delivered using websites and online platforms. Modalities and structure vary according to country context. For example, the judiciary in Costa Rica uses online channels to raise SDGs awareness among its staff.³⁴ Spain has developed online sessions on specific SDGs and targets.³⁵ Social media communication platforms including Facebook and WhatsApp are also being used to disseminate the 2030 Agenda and the Goals, for example in Kenya.³⁶ Another product in this range is the MOOC "*Objectifs de développement durable: relevons le défi!*", produced by the Université Virtuelle Environnement et Développement Durable (UVED). While the MOOC does not explicitly target public servants, its content is clearly relevant to those.³⁷

An example of awareness-raising product at the subnational level is the website of the Trentino Municipality in Italy,³⁸ which has examined, on a weekly basis, different aspects related to the achievement of the SDGs in the region.

In general, the results achieved by awareness-raising activities on the SDGs do not seem to be systematically evaluated. Existing evaluations, often from preparedness audits conducted by supreme audit institutions, have pointed to weaknesses of awareness-raising initiatives, which may be implemented often without a specific plan,³⁹ may not reach officials outside capitals with fewer awareness-raising campaigns directed at local authorities,⁴⁰ or may not be comprehensive, sufficiently focused or sustained.⁴¹

3.4.2. Capacity-building on SDGs for teachers in school and university

Schools and universities can help build capacities for students and professionals to understand and address the SDGs, develop evidence-based solutions, facilitate cross-sectoral dialogue and action and support the design of SDG based policies, among others.⁴² Several capacity-building activities focus on the role that universities, and academia more generally, can play through teaching, research, operations and leadership, in contributing to the 2030 Agenda.

Teachers are a central target of capacity-building activities on the SDGs. Capacities related to SDGs are built through the introduction of the SDGs in the school and university curricula. An example is the training of teachers in the municipality of São Paulo on the SDGs and the development of SDG Learning Guidelines, with the support of UNESCO, as part of a new

curriculum aimed at promoting education for sustainable development.⁴³ Another example is an education website that includes information, exercises and videos and guidance for Finnish teachers on including the material in class curricula.⁴⁴ Teachers' capacities are also developed through e-learning courses on the 2030 Agenda and SDGs (see Box 3.8).

There are several examples of guidelines to foster the engagement of schools and universities in SDGs implementation (see Table 3.1). Guidelines for the schools, generally, aim at making resources available to teachers to help them understand the SDGs, impart learning and access educational resources and case studies for each SDG. The guidelines developed by the Sustainable Development Solutions Network (SDSN) for universities, for example, provide guidance on embedding the SDGs in the work of institutes of higher education, starting with building the case for university-wide engagement (in terms of impact, partnerships, access new funding, etc.).

Box 3.8

Material on SDGs available to teachers in Italy

In Italy, the Italian National Alliance for Sustainable Development (ASviS) has developed a sustainable development e-learning course on the 2030 Agenda and SDGs to enhance schoolteachers' knowledge of SDGs. The course consists of 20 thematic modules, illustrating current progress on all SDGs and targets.

Over 70,000 trainees (including 61,000 educators) have so far benefitted from the course. The e-learning is also available to 800,000 teachers throughout the country through the online platform of the National Institute for Documentation, Innovation and Educational Research. The course is also available to about 70 universities within the Network of Universities for Sustainable Development.ⁱ

Since 2019, a self-learning portal titled School 2030: education for value creation, allows teachers to access self-training contents, resources (documents, photos, visualizations, etc.) and self-training materials for an education inspired by the values and vision of the 2030 Agenda.ⁱⁱ

Another resource available to Italian teachers is the Italian translation of the UNESCO manual, Trainer's guide on sustainable development education to attain the SDGs.ⁱⁱⁱ

Notes:

- ⁱ Italian Alliance for Sustainable Development (ASviS). "Italy and the Sustainable Development Goals", Rome, 2019, 64, see also: <https://asvis.it/corso-e-learning-l-agenda-2030-e-gli-obiettivi-di-sviluppo-sostenibile/> and <http://www.indire.it/2020/03/06/educazione-allo-sviluppo-sostenibile-apre-a-tutti-il-corso-gratuito-online-di-asvis-su-agenda-2030/> It appears that individuals other than teachers need to pay a fee to accede to this e-learning.
- ⁱⁱ The initiative is the result of a memorandum signed between the Ministry of Education, University and Research (MIUR) and the Italian Alliance for Sustainable Development (ASviS), <http://scuola2030.indire.it>.
- ⁱⁱⁱ The resource is the result of a partnership between the United Nations Educational, Scientific and Cultural Organization, Turin University and ASviS, <http://www.unesco.it/it/News/Detail/440>.

Table 3.1
Examples of SDG guidelines for schools and universities

Title	Developed by	Purpose	URL
Getting started with the SDGs in Universities	SDSN regional network Australia, New Zealand and the Pacific	Practical guidance and tools to assist universities to engage with the SDGs, map existing activities, engage with stakeholders, and report on SDG contributions	https://resources.unsdsn.org/getting-started-with-the-sdgs-in-universities http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
Educação para o desenvolvimento sustentável na escola:	Government of Brazil	Nine guidelines on the SDGs to support teachers with videos and a general introduction to the 2030 Agenda	Guide on SDG 2: https://unesdoc.unesco.org/ark:/48223/pf0000375077
Sustainable foundations: a guide for teaching the Sustainable Development Goals	Manitoba Council for International Cooperation, Canada	Information, educational resources, and other support, including on incorporating SDG issues into and across curricula	http://mccic.ca/pdf/SDG_Primer_FINAL.pdf
Education for Sustainable Development Goals: learning objectives	UNESCO	A guide on learning objectives on the SDGs, goal by goal. The guide exists in the 6 official Un languages plus Korean and Portuguese	https://unesdoc.unesco.org/ark:/48223/pf0000247444

Source: Authors' elaboration based on desk research.

3.4.3. Incorporating the SDGs in the initial and continuous training of public servants

In many countries, government departments have developed training material and deliver training activities on SDGs. In Indonesia, the Ministry of National Development Planning, with support from UNDP Indonesia and the Tanoto Foundation, has set up the SDG Academy Indonesia, a learning platform for government officials that include programmes such as an SDG Leadership Certification, Mobile Learning, among others, covering governance and policy, innovative solutions, monitoring and reporting.⁴⁵ The Ministry of Planning and Economic Development in Sierra Leone and the State Department for Planning of Kenya have conducted training on the SDGs respectively to build the capacity of key ministries, departments, and agencies on implementing the Goals⁴⁶ and serve as trainers to build capacity in their organizations.⁴⁷ The Ministry of Environment and Sustainable Development of Mauritius has published a "Basic Course on Sustainable Development".⁴⁸ Costa Rica has an overall strategy or plan to build the capacity of public officials.⁴⁹ There are standardized training plans for public officials joining the public administration, and capacity-building is a requirement for career advancement (see Box 3.9).

In some countries, training on the SDGs has been organized for members of parliament. For example, the Lower House of the Indian Parliament has organized workshops on SDGs in July 2015, August 2016 and December 2016 for parliamentarians from both Houses.⁵⁰

In virtually all countries, schools of public administration are playing a critical role in the initial and vocational training of civil servants. The extent to which schools of public administration have engaged with the SDGs varies from limited to very active. In the report's sample of 24 countries, schools of public administration have used the following channels to engage with the SDGs: incorporating SDGs in existing curricula for future and current civil servants; developing specific SDG-related curricula for initial or continuous training; developing SDG-related products for broader audiences, such as massive online open courses (MOOCs); and setting up repositories of SDG-related content produced by other organizations and institutional actors. In this context, schools of public administration often work with partners. Schools of public administration have also organized events or summer courses addressing the SDGs.

Box 3.9

SDGs in the training of the civil service in Costa Rica

The Centre for Capacity Building and Development (*Centro de Capacitación y Desarrollo, CECADE*), under the General Directorate of the Civil Service, is responsible for implementing capacity-building strategies, plans and programmes for civil servants to advance the professionalization of public administration and the delivery of quality services to citizens.^a The 2020 capacity-building plan includes sustainable development as part of its 12 thematic priorities. All the training activities included in the 2020 plan have been aligned to the targets of the National Development and Public Investment Plan (NDPIP) and the SDGs. Links with specific SDGs are identified for all training activities.^b

The Ministry of Planning's (MIDEPLAN) online platform for knowledge management and capacity-building was launched in July 2019. The catalogue of online and face-to-face training courses includes several offerings related to sustainable development and the SDGs. Among the face to face offerings, there are short seminars on the SDGs and the 2030 Agenda, the Sustainable Development Index 2017, and the NDPIP, among others.¹

The judiciary, with UNDP support, after designing virtual contents, organized several online courses in May 2020:

- 1) Online course on SDGs to be delivered through the online platform C@pacitate. It would be a mandatory learning course focusing on relevant aspects of the 2030 Agenda and the SDGs, including initiatives by the Judiciary.
- 2) Several online courses delivered on relevant topics related to the SDGs including on access to justice, citizen participation, gender, anti-corruption
- 3) Also, there are several offerings of training and capacity-building courses in an online format on different topics related to environmental management.

Sources:

- a Costa Rica, "Regulation of the Civil Service Regime", Chapter XIII, Article 155, published on 6/11/2017 through Decree 40608-MP.
- b Centro de Capacitación y Desarrollo, "Oferta de capacitación 2020", 2019, https://docs.google.com/document/d/1v_cV_nihX1JFXn6XoETROPJgidM3QV6rwKq5wOPXZCc/edit.

Note:

- i See <https://www.presidencia.go.cr/comunicados/2019/07/plataforma-virtual-fortalecera-capacidades-en-el-sector-publico/>; <https://www.mideplan.go.cr/oferta-de-capacitacion/>; <https://capacitacion.mideplan.go.cr>.

In Brazil, the National School of Public Administration (Enap) has been one of the main catalysts for promoting capacity-building initiatives aimed at different stakeholders. It has been working on building a repository of knowledge and information about the 2030 Agenda in Brazil⁵¹ as well as preparing and delivering courses on the Agenda for public sector officials⁵² and making some of them available online for anyone interested⁵³. Some of its materials and actions include the launch of a handbook on the "Challenges and conditions for the implementation of the SDG agenda in the Brazilian Federal Public Administration"⁵⁴, and the presentation of several seminars on the 2030 Agenda and specific SDGs⁵⁵. In 2018, UNDP signed a technical cooperation agreement with the National School for the Training and Improvement of Labor Magistrates (Enamat) with the aim of developing studies and research focused on understanding the way in which different countries organize their labor jurisdiction, through comparative analysis focused on SDGs 4, 8 and 16⁵⁶. In its 2017-2018 report,

the National Commission on the Sustainable Development Goals (CNODS) brought attention to the number of initiatives offered to the Commission's partners in local governments, ranging from training for managing the 2030 Agenda to supporting the implementation of diagnostics for local development planning⁵⁷. One partnership highlighted in the report is the capacity-building partnership built with the National School of Public Administration (Enap), that aims at capacitating local actors for the management of the SDGs at the subnational level⁵⁸.

In Canada, the National School of Public Administration of Quebec (ENAP -Québec) and the International Organization of La Francophonie (OIF), through its subsidiary body the Institut de la Francophonie pour le développement durable (IFDD), have developed a MOOC in French on "taking the SDGs into account in public policies". A first delivery of the MOOC took place in 2020.⁵⁹

In Italy, the National School of Administration (SNA), within the Prime Minister's Office, assessed that 45 per cent of its training programmes have a direct relationship with at least one of the 17 SDGs and the entire training plan covers the totality of the goals.⁶⁰

The Civil Service College (CSCM) of Mauritius has a course titled "Strategic thinking for 2030" (linked to Vision 2030) aimed at top management to enhance planning for the achievement of the SDGs.⁶¹

In the Indian State of Maharashtra, the government has directed YASHADA, the State Level Administrative Training Institute, to incorporate academic curricula on SDGs in their existing training modules for government officers. Likewise, in Tamil Nadu, trainings on SDGs have been incorporated in the regular training programmes of the State Training Institutions.⁶²

National schools of public administration also collaborate with governments departments. In Kenya, for instance, the collaboration with the Kenya School of Government and other leadership training institutions, aims to undertake transformative leadership competency training and capacity-building.⁶³ In Mauritius, the collaboration between the Ministry of Civil Service and Administrative Reform (now the Ministry of Public Service, Administrative and Institutional Reforms) and the Civil Service College aims to mainstream inclusive green economy and the SDGs into existing courses. In Spain, the

activities and capacity-building plan of the National Institute of Public Administration (INAP) have been aligned with the SDGs and communicated to the line ministries that deliver capacity-building on related topics.⁶⁴ In Nepal, the National Planning Commission and the Nepal Administrative Staff College have organized trainings on SDGs localization and deployment of trained facilitators in eleven municipalities on a pilot basis.⁶⁵

Schools of public administration are also collaborating with universities in the development of SDG-related curricula. In Spain, the INAP has developed specific content and curricula considering the skills and capacities that public officials need to implement SDGs, including a module of the Certified Public Manager programme and the curriculum of a new master on public management and leadership, which takes into consideration the skills and capacities needed to implement SDGs.⁶⁶ In Sierra Leone, integrating the SDGs into curricula is done through a partnership with universities and schools of public administration.⁶⁷

International networks have played an active role in supporting the capacity-development role of national schools of public administration in relation to the SDGs. Supported by UNDESA, the Global Initiative on Governance for the SDGs engages schools of public administration and regional associations of public administration through a Global Network of Schools of Public Administration (see Box 3.10).⁶⁸

Box 3.10

Global initiative on Governance for the SDGs

In 2017, The United Nations Division for Public Institutions and Digital Government (DPIDG) established the Global Initiative on governance for the SDGs (<https://unpan.un.org/capacity-development/global-initiative-on-governance>) to facilitate the mainstreaming of the SDGs in the curricula of the schools of public administration and knowledge sharing. The Global Initiative aims to develop the capacities of governments and public servants (in terms of knowledge, skills, attitudes, competencies, and mindset) to support the implementation of the SDGs. It also aims to support North-South and South-South exchange of good practices to ensure cross-fertilization and mutual learning. The Global Initiative brings into collaboration the directors and trainers from schools of public administration, civil service colleges, and similar training institutions to set the foundation for a holistic, participatory, and action-oriented learning system, which is essential for generating positive change in the public service and for sustainable development. DPIDG, in collaboration with schools of public administration and other partners, is finalizing a Curriculum on Governance for the SDGs, which includes inter-connected training-of-trainers toolkits on key dimensions of governance related to the SDGs. The toolkits are intended for 5-days capacity-development workshops or virtual capacity-development activities. Schools of Public Administration participating in the Initiative are part of a global task force (<https://unpan.un.org/communities/gtfs>) that aims to strengthen the advocacy of the 2030 Agenda and the SDGs among all stakeholders and create, expand, and exchange knowledge on the 2030 Agenda and develop individual, organizational and institutional capabilities.

Source: United Nations Division for Public Institutions and Digital Government.

The OECD Global Network of Schools of Government has operated for several years and organised meetings centred on the SDGs, among other activities.⁶⁹ Regional public administration networks and associations of schools of public administration have also been active in this area. For instance, the Virtual Campus of the CLAD School offers training courses on cross-cutting themes of the SDGs.⁷⁰ The United Nations System Staff college has also conducted training for civil servants related to the 2030 Agenda, including in Brazil, China, India, Indonesia, Mexico and South Africa⁷¹. Finally, the United Nations Institute of Training and Research (UNITAR) has also been active in this area, proposing a range of e-courses on various aspects of the 2030 Agenda, including e-courses and MOOCs.⁷²

Since 2016, public administration umbrella associations and networks at the global and regional levels have explored the capacity-building dimensions of the 2030 Agenda and the SDGs in their conferences and other activities. The International Institute of Administrative Sciences (IIAS) and its affiliates such as the International Association of Schools and Institutes of Administrations (IASIA) have worked with UNDESA in this regard, as have the African Association for Public Administration and Management (AAPAM), the Africa Public Sector Human Resource Managers' Network (APS-HRMnet) and the Africa Local Governance Academy. These activities directly inform the work of academia and schools of public administration that train public servants.

3.4.4. Guidelines for integrating the SDGs into daily practice in the public service

A key component of strategies to build the capacity of public servants to implement and contribute to the 2030 Agenda is to provide them with general guidance and guidelines that enable them to incorporate the SDGs in their daily work. This can range from basic awareness-raising products that aim to inform public servants in the context of their own institution or organization, to training sessions, to more detailed guidance material that describes how the SDGs should be integrated in

the various processes of an organization, from procurement to reporting to communication.

Some governments were quick in recognizing this need. For instance, in Belgium, in 2017 the Government of Flanders published a manual for government organizations that describes the implications of the SDGs for their daily practices.⁷³

Guidance can be provided through training. For example, the Legislative Assembly of Costa Rica has trained legislators and parliamentary staff (administrative and political) on implementing the SDGs in the legislative work. Ad hoc training has been provided to legislative committees, according to the SDGs related to each committee's work.⁷⁴

In France, available sensitization tools include a web-based self-evaluation questionnaire developed by the national standard organization, AFNOR, which French organizations and local governments at different levels can use to understand their positioning on each of the SDGs.⁷⁵ Another web-based tool - that includes practical sheets with associated toolkits and resources - helps French local governments, among other actors, to evaluate the contribution of their actions to the SDGs.⁷⁶

Guidance on integrating the SDGs into daily practice has also focused on specific SDG areas and specific actors. For example, the Sustainable Cities Programme is structured in 12 thematic axes aligned with the SDGs. It offers tools and methodologies to support public management and urban planning in the framework of SDG 11. It also provides a database of good practices as well as guides and publications to support public managers and civil society in building inclusive policies and monitoring data and indicators (see Box 3.11).⁷⁷ In France, the association of presidents of universities published a guide on the roles of higher education facilities in promoting the SDGs - through a mapping of the functions of the different professions operating therein vis-à-vis the SDGs - as a way to enhance the commitment of a university to SDG implementation. The guide was translated into English.⁷⁸

Box 3.11

UN-Habitat's SDG Project Assessment Tool

The SDG Project Assessment Tool developed by UN-Habitat is an offline, digital and user-friendly instrument that guides city authorities to develop more inclusive, sustainable and effective urban projects. The SDG Tool aims to: improve the quality of urban projects in the planning, development and design phase to enhance sustainability and inclusiveness; promote an enabling environment that ensures the feasibility and viability of the projects in the medium and long term; and steer a participatory process between local authorities and their partners to develop strategies to optimize a project's alignment to the SDGs.

Source: <https://www.globalfuturecities.org/sdg-project-assessment-tool>.

Box 3.12**Support to gender-responsive planning by UN Women**

Since 2015, UN Women has provided ongoing capacity strengthening for ministries of finance, sectoral ministries and local governments in gender-responsive planning and budgeting. This work is directly linked with the strengthening of national development plans and public finance systems to target resources for the implementation of gender equality policies and programmes.

This capacity-development work typically focuses on technical-level staff, including planners and budget officers, so that they can translate their new skills and learning into daily practice. However, it has become increasingly clear that capacity-development targeted at senior public administration officials supports stronger political buy-in and institutional engagement for gender mainstreaming in public administration. Therefore, it is important to strike a balance between working with higher-level officials and technical focal points within ministries.

Source: UN Women, input to the 2021 World Public Sector Report.

3.4.5. Long-term development planning and SDG domestication

Long-term development planning is one of the areas that has received continuing attention since the adoption of the 2030 Agenda. As noted previously, the domestication of the SDGs to national contexts, envisioned in paragraph 55 of the 2030 Agenda, has been a key activity in most countries since 2015, and in some cases even before (see chapter 2). It was also a key priority area for support and capacity-building by the United Nations System, in particular the United Nations Development Group and UNDP (see section 3.3 above). National governments have been very active in this area, as have been international institutions and in particular the UN system, which have provided assistance to developing countries for related activities.

National governmental institutions have taken actions to enhance long-term development planning capacities to implement the 2030 Agenda. In Indonesia, the Ministry of National Development Planning/Bappenas, as coordinator for SDG implementation, has conducted capacity-building activities on mainstreaming the SDGs in development plans and also on action plan formulation.⁷⁹ The Ministry of Planning of Costa Rica has developed a course that aims to integrate the operationalization of the SDGs into planning processes at different levels in order to enhance governmental capacity for the formulation and implementation of development plans.⁸⁰ The National Planning Commission of Nepal has developed knowledge products to serve as resources for

provincial planning commissions to strengthen, among others, development planning informed by the SDGs.⁸¹ In Mongolia, an easy-to-use policy screening tool helps to mainstream consideration of environment-related SDGs into socio-economic development policies at the planning stage. The tool contributes to strengthening the capacity of policy practitioners to implement the SDGs, ensuring policy coherence, and planning in an integrated manner.⁸²

At the subnational level, a range of capacity-building tools have been developed by governments and non-governmental actors to support planning in line with the SDGs (see Table 3.2).

In some countries, for instance Indonesia, capacity-building has targeted the mainstreaming of the SDGs in local development plans. Prior to the formulation of mid-term development plans, government officials from provinces, districts and municipalities were trained in mapping national SDGs targets and regions development priorities.⁸³ In South Africa, senior and middle management officials at the municipal level attended seminars on the 2030 Agenda to foster the alignment of the municipality's operational programmes to the SDGs.⁸⁴ In Kenya, a collaboration between the representative body of all governors and the national government was instrumental in the organization of capacity-building on the SDGs for planning and budgetary officers at the subnational level.⁸⁵ In Chile, a collaboration between the National Council for SDG Implementation and regional authorities helped to identify topics of sustainable development relevant in each region (see Box 3.13).

Table 3.2**Examples of tools to support planning at the subnational level in line with the SDGs**

Title	Developed by	Purpose	URL
Fundamentals for 2030 Cities, Nações Unidas Brasil 2020	Santa Catarina Council of Architecture and Urbanism, Brazil	Guidance to support the formulation of participatory municipal master plans in line with the SDGs	https://www.causc.gov.br/post/onu-habitat-apoia-evento-sobre-planos-diretores-participativos-e-ods/
Mainstreaming SDGs in County Integrated Development Plans and Annual Development Plans	National Government in collaboration with the Council of Governors, Kenya	Training to strengthen officials' capacities in mainstreaming SDGs in planning, budgeting, implementation and monitoring and the development of SDGs based strategies, tracking and reporting	https://sustainabledevelopment.un.org/content/documents/26360VNR_2020_Kenya_Report.pdf ; p. 19
KILA centre for SDGs and local governments	Kerala Institute of Local Administration (KILA), India	Tools and capacity-building programmes on mainstreaming the SDGs in local development planning	https://sdgactionawards.org/initiative/1912
SDG Academy	National Development Planning Agency, UNDP and Tanoto Foundation, Indonesia	Guidance to develop a Regional Action Plan on the SDGs in the Riau province	https://www.bloomberg.com/press-releases/2019-10-10/sdg-academy-indonesia-to-fast-track-the-nation-s-sdg-progress
Sustainable development in Trentino	Italian Alliance on Sustainable Development, Italy	Training on the 2030 Agenda focusing on a provincial strategy on sustainable development	https://agenda2030.provincia.tn.it/In-evidenza/Formazione-Agenda-2030-dedicata-alla-Strategia-provinciale-per-lo-Sviluppo-Sostenibile
The Territorial Coherence Scheme (SCOT)	Regional Directorates of Environment, Planning and Housing, France	Guidance on urban planning to bring sectoral policies into coherence (in terms of habitat, mobility, commercial development, environment and landscape)	http://www.nouvelle-aquitaine.developpement-durable.gouv.fr/boite-a-outils-odd-scot-r4583.html

Source: Authors, based on desk research.

Box 3.13**Dialogues around SDGs among levels of government in Chile**

The Technical Secretariat of the National Council for SDG Implementation has organized Regional Dialogues and Dissemination Workshops in each region of the country in collaboration with subnational authorities. The aim of these capacity-development activities is to raise awareness about the 2030 Agenda, identify topics of sustainable development relevant in each region and enhance coordination to advance actions to implement the SDGs. Each workshop has addressed sustainable development issues relevant to each region. Autonomous coordination bodies were also set up to promote actions in favor of the SDGs. Workshop sessions have been streamed via the web.

Source: Chile, "Informe de Diagnóstico e Implementación de La Agenda 2030 y los Objetivos de Desarrollo Sostenible en Chile", 2017, 26.

3.4.6. SDG localization

SDG localization is a capacity-development area that has received sustained attention since 2015. Among the numerous existing products, training-of-trainers modules have been developed by United Cities and Local Governments (UCLG) to help to share knowledge about the SDGs localizing process. The modules are primarily targeted at members of local and regional governments.⁸⁶ They include an introduction on localization that allows facilitators to run workshops for the SDGs awareness-raising as part of local strategies. A second module on the alignment of public policies and SDGs provides a guide from planning to the implementation of local public policies.⁸⁷ A third module focuses on reporting.⁸⁸ It gives examples, exercises and tools for preparing Voluntary National Reviews (VNRs) and Voluntary Local Reviews (VLRs). An upcoming module will focus on decentralized cooperation and SDGs.⁸⁹

The localizing the SDGs platform (local2030.org) was developed as a one-stop-shop on SDG localization resources and tools for stakeholders.⁹⁰ It includes documents, tools, guidelines, solutions and instruments developed by the United Nations, national and local governments, civil society organizations (CSOs) and other partners to support the development, implementation, monitoring and review of SDG actions at the local level. A toolbox⁹¹ allows local government officials to access resources for initializing SDG processes, enabling institutional arrangements for SDG implementation and capacity-development.⁹² The platform also allows users to interact by offering a space to post updates on activities implemented in terms of SDGs localization and related events.

National governments have been active in this area. In India, in Tripura, district Magistrates have been requested to identify Training Managers in Blocks and Districts for intensive training to localize the SDGs. In Gujarat, about 100 senior district level officers including District Planning Officers and District Statistical Officers from all districts have been trained on localizing SDGs at sub-state level. A team of government officials from Jammu and Kashmir has been trained on SDGs at the National Statistical System Training Academy. Similarly, in Lakshadweep, a training programme has been conducted for officials dealing with statistics for monitoring of the SDG targets. In Mizoram, a Technical Committee has been set up for assessment of the capacity of line Departments to implement programmes to achieve SDGs as one of its core functions. The Committee has held training for officers of government departments, district level officers and selected NGOs.⁹³

Confederations of Municipalities have played an active role in enhancing the capacity of local governments to implement the SDGs. The Spanish Federation of Municipalities and Provinces, in its role as the SDG Local Observatory, has developed online and face to face courses related to the 2030 Agenda and the SDGs for local government officials.⁹⁴ The Association of Local Governments of Chile has organized a summer school to train 45 mayors and councillors on SDGs localization.⁹⁵ The National Confederation of Municipalities (CNM) of Brazil has developed a website to provide information on capacity-building, monitoring and evaluation on SDG localization.⁹⁶ CNM has also published a "Guide for Locating the SDGs in Brazilian Municipalities - What Municipal Managers Need to Know"⁹⁷ and a "Guide for the Integration of SDGs in Brazilian Municipalities"⁹⁸, which served as essential manuals for introducing the SDGs to the local authorities. The Mandala Tool, developed by CNM and translated in multiple languages, supports capacity-development for monitoring SDG localization.⁹⁹ It includes both visualizations of primary data at the municipal level and an online toolkit¹⁰⁰ that allow to examine data alignment with the SDGs and provide a guideline for local governments to initiate monitoring and evaluation processes.

Guidance documents help navigating the types of localization and provide practical cases to institutionalize the SDGs at the local level.¹⁰¹ Tools support the integration of the Goals into territorial strategies in France¹⁰² and assist local authorities to implement the SDGs, for instance in Brazil¹⁰³. Some tools help municipalities to engage in a participatory approach to sustainable development on their territory to contribute to the SDGs. An example is a toolkit that is a combination of educational and communication material, meeting plans, and practical guidelines helping to identify relevant actors and stimulate their engagement.¹⁰⁴

Capacity can also be developed by learning from concrete examples of how the SDGs are localized at the state and city levels (for instance, in India¹⁰⁵ and in Morocco, see Box 3.14).

In this domain too, there is limited information regarding the scale and results of capacity-building efforts. It is unclear whether the impact of SDG localization tools can offset challenges experienced by local governments in some contexts in accessing knowledge.

Box 3.14**Mapping municipal plans and projects to the SDGs in Morocco**

In 2017, with support from UCLG, municipal staff and community leaders of the city of Chefchaouen, Morocco, were trained to conduct joint monitoring and the evaluation of municipal actions. A methodology for the localization of the SDGs helped participants to prioritize municipal projects based on a set of criteria, which enabled visualization of the social, economic, environmental, cultural and human dimensions of actions and municipal investment.

An ad hoc tool helped them to analyse priorities of municipal projects against the SDGs, particularly in vulnerable neighbourhoods of the city, among others. Key steps were the alignment of the municipal projects with one or more SDG targets and the classification of municipal projects following a set of criteria for sustainability, defined based on the city's priorities. The exercise resulted in the mapping of 63 projects contained in the Communal Action Plan 2016-2022 and municipal budget against the SDG framework, as well as in setting priorities for the coming years.

Sources: United Cities and Local Governments, "SDGs in the municipal map", 2017, https://www.uclg.org/sites/default/files/the_sdgs_in_the_municipal_map_0.pdf and United Cities and Local Governments, "The Localization of the Global Agendas", 2019, 66, https://www.uclg.org/sites/default/files/goldv_en.pdf.

3.4.7. Strengthening national statistical systems and SDG indicators

The strengthening of national statistical systems, including for the production of SDG-relevant data, was singled out as a priority in the 2030 Agenda, and as a result has received high attention. Several countries have adopted national strategies in this regard. International organizations have supported capacity-building in this area in developing countries.

At the national level, the Government of Nepal (and other actors) have taken actions to strengthen the capacity of national statistical systems to produce disaggregated data at national and subnational levels.¹⁰⁶ Training activities have been offered to staff of the Nepali national statistical offices to enhance capacity including on data and statistics for evidence based VNRs and SDG monitoring and for producing and developing indicators (and methodologies to improve indicators). In the context of its strategy for the development of statistics, the training centre of the National Institute of Statistics of Rwanda functions as a hub for training and thought leadership in statistics and data science.¹⁰⁷ In the Philippines, the Statistics Authority has developed integrated frameworks on statistical capacity and action plans to improve the competence of staff in the national statistical office.¹⁰⁸

In the context of SDG monitoring, there has been a need to strengthen national statistical systems, and in particular coordination and collaboration across the different official statistics producers. In many countries, a substantial share of the SDG indicators is produced by different government

departments, with varying experience and knowledge of statistics production. Actions in this regard include capacity-building initiatives carried out by national statistical offices (NSOs) focusing on monitoring the SDGs for data producers and users, for instance in Morocco and in the Philippines.¹⁰⁹

At the subnational level, the Colombian National Administrative Department of Statistics has provided technical support to local governments for the statistical strengthening of municipalities, districts and departments. It uses the Territorial Statistical Capacity Index as a systemic and multidimensional indicator to weigh knowledge, skills, resources and institutional environment available to produce, statistical information for development.¹¹⁰

Since 2015, global actors such as the United Nations Statistics Division, UNDP, UN specialized agencies, the World Bank, and other international organizations have supported the formulation of national strategies for the development of statistics, the strengthening of the capacity of national statistical offices in SDG indicators monitoring and reporting, as well as improved institutional mechanisms and procedures at national and local levels for the production and utilization of SDG indicators.¹¹¹ Every year, the United Nations Statistics Division has organized the United Nations World Data Forum on Sustainable Development Data (The UN World Data Forum), a large global multi-stakeholder event that brings together data and statistical experts and users to spur data innovation, mobilize high-level political and financial support for data, and build a pathway to better data for sustainable development.¹¹²

Box 3.15**The Cape Town Global Action Plan for Sustainable Development Data**

The Cape Town Global Action Plan for Sustainable Development Data is the overarching framework for global statistical capacity-development for SDGs. It was informally launched at the first UN World Data Forum on 15 January 2017 in Cape Town, South Africa, and adopted by the United Nations Statistical Commission at its 48th Session in March 2017.

The plan provides strategic guidance for the design and implementation of country-led statistical capacity-building needed to achieve the 2030 Agenda. It identifies six strategic areas for action: coordination and strategic leadership on data for sustainable development; innovation and modernization of national statistical systems; strengthening of basic statistical activities and programmes; data dissemination and use; multi-stakeholder partnerships; resource mobilization and coordination.

Source: See <https://unstats.un.org/sdgs/hlg/Cape-Town-Global-Action-Plan/>.

The United Nations Statistics Division has carried out many capacity-building activities in countries. For instance, one project works with 20 countries across Africa and Asia to improve the availability of national indicators both in terms of support to increase the number of indicators available and by making them more accessible through national data and metadata platforms for dissemination of the SDGs.¹¹³ Other initiatives include the Data4Now initiative¹¹⁴ and the Global Network of Institutions for Statistical Training.¹¹⁵

The United Nations has supported the strengthening of statistical information systems and mechanisms for monitoring, reporting and evaluating the SDGs in Morocco.¹¹⁶ Global actors have provided technical assistance, among others, for monitoring Mongolia's progress towards the SDGs.¹¹⁷

In 2019, a multi-stakeholder community of data and statistics-focused development practitioners, technical experts, and advocates formed the "The Bern Network on Financing Data for Development".¹¹⁸ The Network seeks to address the main challenges to better financing for data and statistics, and is currently developing a Clearing House on Financing Development Data for this purpose. The online platform will provide information and services to match the supply and demand of financing for data and facilitate coordination among donors and partner countries.

International support has also been offered to some countries on monitoring and reporting of the SDGs and the implementation of national sustainable development strategies through methodological tools that facilitate systemic policy reviews.¹¹⁹ Global actors have also contributed to enhancing the capacities of the Parliament and Provincial Assemblies' committees in monitoring the implementation of SDGs in Nepal.¹²⁰

Capacity-development has also taken place at the regional and sub-regional levels with the support of United Nations Regional Commissions. An example is the support provided by the Economic Commission for Africa to the African Centre for Statistics to build capacity to enhance institutional mechanisms and procedures for the production and use of SDG indicators.¹²¹ Another example is the Economic Commission for Latin America and the Caribbean's support to data and statistical capacity-building to integrate statistical and geospatial information for SDGs, diagnose national statistical capacities to produce SDG indicators and prioritize indicators for monitoring the SDG in the region. The Commission has also provided technical assistance, face to face and virtual courses on mainstreaming the gender approach in official statistical production to monitor the SDGs.¹²²

Results of capacity-development activities around SDG data and indicators are reflected in the increase in availability of SDG indicators, both global and national, in many countries. For instance, the strengthening of national statistical capacities has enabled Costa Rica to increase the availability of national indicators (from 117 in 2017 to 136 indicators available in 2019) and improve data disaggregation by sex, territory, age, disability, and other characteristics. The capacities of the National Statistical System to measure and monitor progress in SDG implementation have improved.¹²³ In Indonesia, as part of the training provided by the Ministry of Planning on indicator development in 2016, some regions started to develop SDGs indicators that reflect their priorities.¹²⁴

3.4.8. Reporting on progress and SDG evaluation

Because it was highlighted in the 2030 Agenda, reporting on SDG progress at the national level has received high attention since 2015, and has been the subject of capacity-building efforts, spearheaded by the United Nations System. In many countries, United Nations Country Teams have supported governments in the preparation of their VNRs. The UN Secretariat has developed a handbook for preparing VNRs, which is available in French and English and is updated each year.¹²⁵ Each year, UNDESA and the United Nations Regional Commissions conduct a series of workshops for government officials working directly on the reviews to be presented at the High-level Political Forum on Sustainable Development (HLPF), in order to build the capacity of governments through exchanges with their peers.¹²⁶ Organizations such as Partners for Review have also supported capacity-development in support of national reviews of implementation of the SDGs.

As noted in chapter 2 of this report, SDG evaluation has been a rapidly developing field, with different actors at the national and international levels being involved. Training and capacity-building activities focused on evaluation are organized by government departments. In Nepal, capacity-building undertaken in the context of action plans aimed at the institutionalization of the SDGs included modules for “evaluators and commissioners” and training on impact evaluation for 200 National planning commission officials (see Box 3.16). The Independent Evaluation Office of UNDP has developed an online self-assessment tool for countries, which aims to facilitate a national evaluation framework for the SDGs.¹²⁷

Supreme audit institutions (SAIs) have been especially active in this field (see chapter 2 for a detailed overview of the role played by SAIs in the follow-up and review of SDG implementation at the national level). Since 2016, the INTOSAI Development Initiative (IDI) has conducted a worldwide effort to build the capacity of SAIs to conduct performance audits of government preparedness to implement the SDGs and performance audits of SDG implementation.¹²⁸ In the report’s sample of 24 countries, several SAIs participated in the programme and other activities related to SDG audits, including Costa Rica, India, Indonesia, Kenya, Mauritius, the Philippines, and Sierra Leone. In early 2020, IDI published the IDI SDG audit model (ISAM), which provides guidance for SAIs to conduct performance audits of SDG implementation.¹²⁹ From 2017 to 2019, UNDESA and IDI organized joint meetings of SAI leadership and stakeholders to share experiences on SDG audits from across the world.¹³⁰ Supreme audit institutions have also developed other relevant training material. For instance, Estonia’s National Audit Office has developed massive open online courses (MOOCs) in the area of environmental auditing that address the SDGs.¹³¹

Some SAIs, the Comptroller General of Chile for instance, have organized capacity-development for their staff on their role in the implementation of the 2030 Agenda.¹³² In Spain, SAI staff have participated in training and capacity-building activities to strengthen their skills to conduct audits of the SDGs.¹³³ Aspects for the preparation of an audit programme for the implementation of the SDGs are included in the new Cuban Auditing Standards.¹³⁴ In Costa Rica, auditors have received training as part of coordinated audits related to specific SDGs.

Box 3.16

Strengthening SDG evaluation in Nepal

Nepal’s National Planning Commission has developed an Integrated National Evaluation Action Plan aiming at institutionalizing the SDGs in the national monitoring and evaluation system.

The main objective of the action plan is promoting concerted efforts among various agencies in Nepal to enhance the national evaluation capacity and produce evaluation-based evidence useful for better targeting and effective implementation of SDGs.

The specific objectives are:

- (i) To create an enabling environment for the institutionalization of evaluation in the country;
- (ii) To enhance networking and coordination in building both institutional and individual capacities in the monitoring and evaluation of SDGs;
- (iii) To expand coverage of equity-focused and gender-responsive evaluations and use in policy processes.

Source: Nepal, National Planning Commission, “Integrated National Evaluation Action Plan of Nepal (2016 - 2020)”, introduction, table 2- capacity development, July 2017, https://www.npc.gov.np/images/category/Integrated_Evaluation_Action_Plan_2016-2020.pdf.

3.4.9. National SDG platforms

As documented in chapter 1, most countries in the report's sample have set up central, "one-stop" SDG platforms (sometimes called SDG Hubs) that gather information on SDGs, including official documents, guidelines, studies and reports published by various actors, repositories of tools and practices, as well as SDG-related events and news. In parallel, many countries have SDG data platforms or dashboards maintained by the national statistical office, which enable the

public and government users to access statistical data on SDGs, often in open data format - for instance, on national SDG indicators, coupled with mapping functions that offer visualization of SDG indicators at the subnational level.

These platforms play a critical role in raising awareness of the SDGs, as they provide a common referential to all actors of society and facilitate access to information. They also enable capacity-building by referencing available toolkits from other countries and regions.

Table 3.3

Examples of national SDG platforms

Platform's title	Developed by	Purpose	URL or reference
L'agenda 2030 au Maroc : les objectifs du développement durable	High Commission for Planning (HCP) of Morocco	Dissemination of information on the SDGs, and access to documents including on tracking progress in Morocco	https://odd.hcp.ma/
Plateforme des ODD		SDG indicator dashboard	http://plateforme-odd.hcp.ma/ODD_HCP/fr/
Sustainable Development Goals	Indonesia, Ministry of development planning (Bappenas)	Central repository of information on SDGs, including laws, official documents, and capacity-building material	http://sdgs.bappenas.go.id/
SDG Dashboard	Indonesia	SDG indicator dashboard, with mapping at the subnational level	http://sdgs.bappenas.go.id/dashboard/
L'Agenda 2030 en France	France, Ministry of Ecological and Solidary Transition	Central repository of information on SDGs, including laws, official documents, and capacity-building material	https://www.agenda-2030.fr/
Indicateurs pour le suivi national des objectifs de développement durable	France, National Statistical Institute	SDG indicator dashboard	https://www.insee.fr/fr/statistiques/2654964
Rwanda data for Sustainable Development Goal indicators	National Institute of Statistics of Rwanda	Data on SDG indicators	https://sustainabledevelopment-rwanda.github.io/sdg-indicators/
Digo bikas	Government of Nepal	Central repository of information on SDGs, including activities of the government, data, and resources	www.digobikas.gov.np

Source: Authors' elaboration.

Other national platforms dedicated to the SDGs have been established in collaboration with a national school of public administration or a university (e.g. in Brazil and South Africa, respectively). Some are geared to enhancing the science-policy interface for the implementation of the 2030 Agenda (see section 3.4.10). There are also examples of platforms established at the subnational level. A knowledge sharing and learning platform among 47 county governments in Kenya, for example, includes the SDGs among its search options.¹³⁵

3.4.10. Science-policy interfaces for the SDGs

The 2030 Agenda formally recognized the importance of the science-policy interface for the implementation of the 2030 Agenda, by mandating a Global Sustainable Development Report, to be produced each year by a group of independent scientists. The first report was published in 2019. It is expected to generate avenues for capacity-building activities in the future. In Finland, In March 2020 the Expert Panel on

Sustainable Development published a brochure to promote a systemic transformation towards sustainable development in Finland, based on the framework of the report 2019.¹³⁶

A key skill that is required for integrated policymaking for the SDGs is that of understanding and using systems thinking. Understanding the connections between the substantive issues of various sustainable development dimensions, SDGs and targets, and institutions operating on those issues, is a precondition to effectively managing trade-offs and nurturing synergies.

Capacity-building tools and activities in this area have stemmed from a vast amount of work done by international institutions and academia since 2015. Many websites now propose comprehensive data on the interlinkages among the SDGs, whose recognition is a key step towards integrated policymaking, and related knowledge products (see Table 3.4).¹³⁷ SDG modelling tools have multiplied and cover a

Table 3.4

Examples of toolkits and platforms linked with science-policy interfaces for the SDGs

Name	Developed by	Purpose	URL or reference
JRC Interlinkages tool	European Union's Joint Research Center	Show the interlinkages among the SDGs	https://knowsdgs.jrc.ec.europa.eu/intro-interlinkages
SDG Interlinkages Analysis & Visualisation Tool (V3.0)	IGES (Japan)	To show the causal relations between relevant SDG targets based on literature reviews and the results from relevant international consultation processes on SDG indicators	https://sdginterlinkages.iges.jp/
SDG Toolkit Individual Learner Online Course	Australian Council for International Development	Training modules on implementing the SDGs by applying systems thinking and collaborative responses for collective impact and leadership including in crisis situations	https://acfid.asn.au/learning/sdg-toolkit-individual-learner-online-course
The SDG Academy	Columbia University (USA)	Range of e-courses on sustainable development and the SDGs	https://sdgacademy.org/courses/
SDG Hub	University of Pretoria (mandated by Department of Science and Innovation)	Connect policymakers with research and innovations needed to implement the 2030 Agenda	http://sasdghub.up.ac.za/
SDGs Hub	University of Indonesia	Serve as a hub for all SDG activities and programmes and strengthen partnership and collaboration with stakeholders	iser.sci.ui.ac.id/sustainable-development-center

Source: Authors, based on desk research.

Box 3.17**South Africa's SDG Hub**

Mandated by the Department of Science and Innovation, the SDG Hub (<http://sasdgghub.up.ac.za/>) has set up an online platform aimed at connecting South African policymakers with research and innovations needed to implement the 2030 Agenda. The SDG Hub is housed at the University of Pretoria which provides office space and administrative support and receives advice by an Advisory Board with representatives from the South African government, multilateral organizations, development partners and academia.

The platform provides open access to SDG-relevant research published through universities' institutional repositories (it uses a text classification tool to identify the SDGs to which the research refers). The Hub also organizes public lectures and seminars on SDG related topics and posts SDG briefing notes developed by 26 public universities in South Africa.

Source: <http://sasdgghub.up.ac.za/>.

range of focus areas, including: monitoring and evaluating progress on the SDGs; assessing and managing interlinkages between the SDGs; sustainability transformations to achieve the SDGs; and consistency between the SDGs and global planetary boundaries and thresholds.¹³⁸ In partnership with several international organizations and networks, the Stockholm Environment Institute is providing capacity-building in Cambodia, Colombia, Mongolia and Sri Lanka, using a toolkit based on a methodology to analyse interactions between SDG targets developed in-house.¹³⁹ The toolkit (the SDGs Synergies Approach) is being developed as a free online tool.¹⁴⁰

Modelling tools such as iSDGs¹⁴¹ (developed by the Millennium Institute), CLEWS¹⁴² (initially developed by the Royal Institute of Technology in Sweden) and OSeMoSYS¹⁴³ (an open-source modelling system for long-run integrated assessment and energy planning) have been used to support capacity-building for government officials at the national level in many countries, among other things to build scenarios that take into account the interactions among the SDGs. Some of these capacity-building programmes are run in partnership between academia and various agencies of the United Nations, including the United Nations Development Programme and the United Nations Department of Economic and Social Affairs.¹⁴⁴ The United Nations Development Programme offers a repository of information on several SDG modelling tools, which also offers online courses.¹⁴⁵

In several countries, universities and governments departments, sometimes working in collaboration, have developed toolkits of electronic platforms specifically focusing on the science-policy interface (Table 3.4 above). Actions to promote collaboration and dialogue among science and policy have also included the organization of summer schools bringing together scientists, researchers, policymakers, local, national and international institutions, and others, and highlighting the role of research communities in the realization of the SDGs, for instance in France.¹⁴⁶ In Indonesia, SDG centres of excellence in universities support capacity for research and curriculum development to promote knowledge and innovation on the SDGs.¹⁴⁷

3.4.11. Policy integration and policy coherence

Although they have a long history, policy integration and policy coherence have received increased attention since the adoption of the 2030 Agenda for Sustainable Development. The Agenda itself mentions that the sustainable development goals are indivisible and interdependent and need to be addressed together. The issue of policy coherence is addressed in a dedicated SDG target, "17.14: Enhance policy coherence for sustainable development". Most importantly, the SDGs provide a shared map for analysing synergies and trade-offs among different parts of the Agenda. In many countries, a significant amount of work has been done by national governments (especially planning ministries) to analyse synergies and trade-offs in the national context, conduct analyses of policy coherence, and seek increased policy integration.

Box 3.18

Improving policy coherence in Mongolia

The Government of Mongolia has initiated a government-wide review of the policy coherence of all strategies, plans and policies (567 policies in total). The objectives of the review are to abolish obsolete policy documents, and to amend policy documents not consistent with long-term goals. A methodology for the review was established with support from the Stockholm Environment Institute. The evaluation process will include participation from all ministries and public institutions involved in policymaking. As part of this process, the Government aims to train policy planners in all areas.

Source: Mongolia, "Assessing SDGs Interlinkages, Interactions, Synergies, Nexuses and Trade-offs", presentation by Ms. Doljinsuren Jambal, Director, Development Policy and Planning Department, National Development Agency at the Expert Group Meeting on Optimizing SDGs Implementation in the Framework of Integration and Policy Coherence, July 2019, 12, <https://unosd.un.org/events/2019-expert-group-meeting-optimizing-sdgs-implementation-framework-integration-and-policy>.

Capacity-building on policy integration and policy coherence has developed rapidly since 2015. The Organization for Economic Co-operation and Development (OECD) has produced a toolkit on policy coherence for sustainable development,¹⁴⁸ and is providing technical assistance to countries in this area. Capacity-building can be expected to be provided to national statistical offices in the context of the production of global SDG indicator 17.14.1, for which the United Nations Environment Programme is the custodian agency.¹⁴⁹

In 2016, the OECD launched the PCSD Partnership, a multi-stakeholder platform.¹⁵⁰ Among other objectives, the partnership aims to build capacities to analyse policy coherence challenges, assess the effects of policies on sustainable development, and strengthen monitoring and reporting systems for policy coherence, including by supporting national efforts for reporting progress on SDG Target 17.14. The OECD and the United Nations System Staff College (UNSSC) ran two iterations of a free online course on Policy Coherence for Sustainable Development in June and July 2020 and February and March 2021.¹⁵¹

In the context of external audits, dedicated tools to analyse policy coherence have existed for a long time. The US Government Accountability Office has a tool for analysing fragmentation, overlaps and duplication, which has been widely used.¹⁵² The tool is available in the form of a guide. Among others, it covers the following aspects: how to define the scope of the review; how to collect information on programmes; how to collect and assess information on the potential effects of fragmentation, overlap, and duplication; and how to assess the soundness of the evaluation. The tool has been adapted by the Tribunal de Contas da União (TCU), the SAI of Brazil.

3.4.12. Stakeholder engagement

Stakeholder engagement has always been a fundamental component of sustainable development, as highlighted in

Agenda 21. Capacity-building actions, including guidance documents, aim to help public sector officials to promote public engagement at the national and subnational levels for SDG implementation, monitoring and evaluation.

Several tools are available to public sector agencies to enhance their capacity to engage with non-state actors. The United Nations Department of Economic and Social Affairs and the United Nations Institute for Training and Research (UNITAR) have developed a guide¹⁵³ which, in addition to providing an overview of the principles and constituencies related to meaningful stakeholder engagement for the 2030 Agenda, brings concrete examples, tools and methods that can be adapted by government representatives in setting up and implementing engagement plans. Global actors have also developed a guide on engaging with parliaments and parliamentarians to promote, support and track the implementation of the 2030 Agenda.¹⁵⁴ UNITAR has been conducting a MOOC on Strengthening Stakeholder Engagement for the Implementation and Review of the 2030 Agenda.¹⁵⁵ Wageningen University's Center for Development Innovation has developed a toolkit on multi-stakeholder partnerships.¹⁵⁶

At the regional level, the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) has offered a number of trainings to help countries in the Asia-Pacific region implement engagement processes that support effective delivery on the 2030 Agenda and the SDGs.¹⁵⁷ The Stakeholder Engagement Planning and Assessment Tool helps define the dimensions of meaningful stakeholder engagement for the 2030 Agenda, provides indicators of meaningful stakeholder engagement, and an assessment guide. In collaboration with UNU-IAS, ESCAP has also developed guidelines for multi-stakeholder partnerships.¹⁵⁸ At the national level, guidelines on building multi-stakeholder partnerships for SDG implementation were published by the ministry of Planning / Bappenas in Indonesia (see Box 3.19).

Box 3.19**Indonesia: Guidelines for multi-stakeholder partnerships**

The guidelines, published by the ministry of Planning / Bappenas, aim to provide accessible guidance to all stakeholders, provide a dynamic resource that will inspire stakeholders to build new partnerships and further develop existing partnerships, and support capacity-building for realizing the SDGs at all levels.

The guidelines introduce the importance of developing multi-stakeholder partnerships (MSPs) as a strategy and action tool to achieve the SDGs. They outline key opportunities, challenges, and the enabling environment for building MSPs in Indonesia. They introduce guiding principles for building MSPs and five stages of partnerships. Each module is broken down into detailed tasks and provides corresponding principles, strategic questions, tips for success, and supporting tools.

Source: https://collections.unu.edu/eserv/UNU:7354/Panduan_Kemitraan_Multipihak_24_Februari_2019_-_Versi_Cetak.pdf.

Despite the existence of numerous toolkits and guidance on stakeholder engagement for the 2030 Agenda, research conducted for this report did not provide evidence in terms of uptake by different actors. The results of capacity-building actions in this regard are also not known.

3.5. General findings from the research

This section highlights key insights from the desk research conducted for the report on capacity-building for SDG implementation targeting public servants.

3.5.1. The limits of public sources for assessing capacity-building efforts and results

In general, the voluntary national review (VNR) reports, a prime source of information on the efforts of governments to implement the SDGs in general, devote relatively little space to describing capacity-building efforts for SDG implementation. Beyond describing capacity-building activities occurring under different goal areas, text on capacity-building in VNR reports tends to focus on thematic areas that are mentioned in the 2030 Agenda, such as domestication and localization of the SDGs, activities to support the production of SDG indicators, both international and national, and the strengthening of national statistical systems. Countries also often provide information on awareness-raising and capacity-building activities undertaken in the context of the preparation of their VNRs. The description of capacity-building initiatives in VNR reports is often piecemeal. The majority of activities reported are workshops, conferences and other meetings, mostly focused on awareness-raising on the SDGs. It is often difficult to assess the scale of capacity-building activities, their recipients, and their results.

A number of factors may explain this limited coverage, including: competition from other topics to feature in the reports; the fact that the initial voluntary guidelines for VNR reports were not very specific about how to reflect capacity-building for SDG implementation; lack of clarity on what capacity-building for SDG implementation covers; and the difficulty of assembling scattered information from a large number of capacity-building providers serving different audiences (see section 3.3).

The same limitation is also present in other publicly available government documents. In general, reporting to the public on capacity-building activities for SDG implementation taking place within central government does not seem to be a priority for governments. With some exceptions, central governments tend to highlight capacity-building activities done for the benefit of other actors, including local governments and civil society or, in the case of developed countries, recipients of development assistance, than activities targeting central government staff. Activities tend to be described in general terms, for instance, awareness-raising. Target audiences and recipients are not always clearly identified.

By contrast, some non-governmental actors and international organizations tend to give more public visibility to their capacity-building activities on SDG implementation. However, even for these providers, information on the reach and impacts of the capacity-building programmes is hard to find in public sources.

The scarcity of public information in relation to the scale, impacts and effectiveness of capacity-building activities is even greater. Information on resources spent by various actors for capacity-building for SDG implementation in public administration is not readily available. It is therefore impossible to have a consolidated view of the resources devoted to this at the country level.¹⁵⁹ Similarly, the research done for this report

found hardly any evidence that the efforts to enhance the capacity of civil servants, parliamentarians, and staff from other public institutions are evaluated.¹⁶⁰

Hence, publicly available information does not easily allow for a consolidated picture of ongoing efforts at the level of individual countries. Doing so in the future would suppose aggregating information from internal documents from a large number of providers, something for which no clear mandate or lead actors seems to exist. Competition among the organizations delivering capacity-building does not encourage the sharing of information in this regard.

In the context of the COVID-19 pandemic, capacity-development efforts have been impacted in different ways (see Box 3.20). One clear trend has been the shift to online channels for administering training and other activities. This is

reflected in responses provided by international organizations that contributed to the report. Beyond this, however, little is known about the acceptance and embrace of distance learning practices by recipients of capacity-building activities in public administration, or about the changes in learning outcomes that may have occurred because of the shift to online activities. It would be important for governments to measure such changes, especially as the transition to digital channels observed since the beginning of the pandemic may have only accelerated a trend supported by increased digitalization in both developed and developing countries. While digitalization clearly opens new possibilities for building the capacity of public servants, for instance through the use of online regional or global training programmes and asynchronous learning, it also may have limits in terms of transferability of skills, social and institutional networking, and other important elements of capacity-building as traditionally understood.

Box 3.20

Impact of COVID-19 on capacity-building in the public sector

International organizations that provided inputs to the report noted that the pandemic has posed challenges to the delivery of capacity-building at the systemic, institutional, and individual levels.

At the systemic level, funding shortages due to the reallocation of resources to priority activities in the response to COVID-19 may have caused the curtailing of training activities. The pandemic has also affected capacity-building delivering modalities – e.g. through the increase of online instead of in-person training due to travel restrictions. Although not measured, it may have had an impact on the quality of capacity-building actions - i.e. due to a reduction of experiential training, or lower government attention to longer-term capacity-development efforts.

At the institutional level, a decrease in the number of trainers may have affected the continuity of capacity-building initiatives. Low funding levels, lack of adequate digital tools and networks as well as a weak capacity to develop effective training in online formats may have constrained the delivery of remotely accessible capacity-building programmes.

At the individual level, the need to take swift actions on multiple emergencies resulting from the pandemic may have considerably reduced the time that public servants were able to devote to learning activities. Also, low connectivity – particularly in remote areas at the local government level – and low levels of technological literacy may have reduced the effectiveness of online capacity-development.

The pandemic has also created some opportunities for further digitalization and greater innovation within public administrations to harness the potential of information and communications technology (ICT) to promote online collaboration and the sharing of learnings and good practices. In countries with robust digital infrastructure, the use of ICT may have helped increase the reach of capacity-building programmes by mobilizing large numbers of trainees in one single action, while allowing officials unavailable at the time of the training to access recordings at a later stage.

To seize these opportunities, capacity-building providers need to be nimble and able to rapidly adjust delivery approaches. The training content needs to be adapted to digital delivery, by distilling action-oriented and concise messages targeted to the learning context and audience. Emerging online training fatigue was mentioned as a concern, which may further require an innovative capacity to develop more engaging online training programmes. In the longer term, investments in ICT and the development of strategies to strengthen digital policies and the technical capabilities of public institutions and public servants are needed to fully leverage the potential of digitalization.

Sources: Inputs from various international organizations to the report.

3.5.2. A blooming but fragmented landscape

Research undertaken for this report unearthed a large number of capacity-building initiatives targeting national public institutions (see section 3.4). The volume of capacity-building activities delivered and material produced have increased significantly over time. Overall, the impression is one of proliferation. The number of initiatives found through desk research in some countries suggests that the landscape is very fragmented, with different activities targeting different ministries, agencies and public institutions, with little if any coordination among them. It may be the case that in some countries, no one actor has a comprehensive view of the range of activities implemented at a given point in time (see Box 3.21).

Fragmentation can lead to duplication of efforts and capacity-building materials. For instance, manuals in English language to conduct voluntary local reviews (VLRs) have been published by several organizations. To a degree, this may not be a cause for concern. International organizations active in a given sector usually produce their own training and capacity-building materials, even though similar products may already exist. Products with similar titles may target different audiences (in this case, cities from developed or developing countries, operating under different systems of decentralization), have

different levels of complexity and be tailored to different levels of ambition. The existence of different products aiming to serve the same niche can provide variety to users and allow them to pick the products that fit their needs best. Yet, the information that would enable users (in this case, national public institutions) to choose among them does not exist. There may be a role there for some of the organizations and alliances that are already collecting and providing repositories for capacity-building material.

Available data seems to suggest that, at least in the initial years following the adoption of the 2030 Agenda, capacity-building efforts were largely driven by the supply side. International organizations started to provide capacity-building very early, both in specific goal areas and in relation to cross-cutting principles of the Agenda, including SDG domestication, integration of the SDGs into national strategies and planning documents, policy integration and policy coherence, and SDG indicators. The importance given to early capacity-building efforts may have in part been a lesson learned from the MDGs, whose appropriation by national and international actors took several years, and the desire to start early in moving SDG implementation down to the country level. However, it is also clear that some capacity-building initiatives were spurred by the framework provided by the 2030 Agenda itself. By identifying priority areas for strengthening national capacities

Box 3.21

SDG-related capacity-building activities for public administration in Mongolia

In spite of its limited scope, research done for this report identified a large number of training and capacity-building activities directed at public institutions in Mongolia since 2015 in relation to SDG implementation.

Awareness-raising, capacity-building and technical assistance were provided by the national government, United Nations entities such as UNDP, UNDESA, and UNESCO, the Asian Development Bank, bilateral development agencies, and the Inter-Parliamentary Union. Recipients of training and capacity-building activities have included the National Development Agency, ministries and government Departments, the National statistical Office, local governors' offices, and Parliament. Formats varied and included workshops, seminars, consultations among ministries and agencies, and longer-term technical assistance.

Topics covered a wide range, including: capacity needs assessments for SDG implementation, accelerating SDG implementation; how to implement Mongolia's roadmap to reach the SDGs; policy alignment with the country's Vision 2030 strategy; coordination among sectoral policies; economy-wide modeling tools; inter-agency coordination; SDG monitoring and indicators, including indicators for SDG 4; indicators for Mongolia's green development agenda; and policy review and evaluation.

This wide range of activities, in addition to many others that focus on areas connected to the SDGs such as green economy or climate change, seems to suggest that international organizations that support such activities may not actively coordinate their efforts. It also raises the issue of whether the government is in a position to holistically assess the impact of capacity-building activities on the capacity of the public servants to implement the SDGs.

Source: Authors, based on desk research.

(see Box 3.1 above), the Agenda and the Goals provided a clear direction and empowered all actors, but especially international actors, to move ahead quickly. The inclusive process of elaboration of the Agenda also was conducive to appropriation by all actors, including for capacity-building. Nowhere is this more visible than for the follow-up and review of the Agenda itself. By describing expected areas of work at different levels in this regard, the Agenda enabled a quick start of activities geared to strengthening national capacities to monitor the SDGs, assess progress in a comprehensive way, and report (see chapters 1 and 2).

In general, the extent to which capacity-building efforts are now more driven by country capacity needs and gaps is not clear, as comprehensive, government-wide capacity needs assessments have remained infrequent. The proliferation of initiatives and products suggests that many initiatives are in fact ad hoc, emerging based on national circumstances rather than resulting from strategic coordination, either among international actors or among national actors.

To some extent, the breadth of scope of the 2030 Agenda and the number of actors operating in this field make fragmentation hard to avoid. Yet, from the point of view of individual countries, it would be better if more visibility were provided on the offer that exists. Beyond this, of particular concern given the lessons of capacity-development efforts in past decades is the lack of information on what levels are targeted by ongoing initiatives, from that of institutions and systems, to that of individual staff and infrastructure, to skills and tools; and how successful approaches to promote change at those different levels are.

3.5.3. Untapped potential for cross-fertilization of capacity-building initiatives?

As capacity-building material keeps emerging from around the world, products initially developed in one country or by individual organizations have started to be disseminated, translated and adapted to other countries. Prominent examples of such diffusion of capacity-building material include: general material for SDG awareness-raising, such as the SDG icons, which have been translated into many national and vernacular languages and used on a variety of supports; basic SDG brochures; and guidelines produced by international networks and translated in different languages (see Table 3.5). On a similar note, issue-based international networks, such as Local 2030 (local2030.org), which focuses on SDG localization, have constituted repositories of guidelines, training material, reports and studies relevant to capacity-building, and country examples, which provide very useful points of departure for capacity-building efforts at the national level.

This diffusion reflects the reality that, notwithstanding national differences in the capacity of national institutions to implement the SDGs, the needs in relation to specific institutions (for instance, parliaments) and functions of government (for example, planning, monitoring) share many commonalities across countries.

There seems to be an untapped potential for cross-country sharing and fertilization in this regard. Providing more resources for the translation and adaptation of existing material, rather than privileging the development of new products, could in some cases provide efficient and effective solutions to addressing capacity gaps at the country level.

Table 3.5
Examples of awareness-raising and capacity-building products adapted to different countries

Product	Adapted to	URL
SDG icons	Many countries, translated into vernacular languages	https://www.un.org/sustainabledevelopment/news/communications-material/
SDG mandala	Originally produced in Brazil. Translated into French, Spanish, English.	https://www.learning.uclg.org/file/themandalatoolpdf
IPU/UNDP self-assessment toolkit on SDGs for parliaments	Exists in 13 languages	https://www.ipu.org/resources/publications/toolkits/2017-01/parliaments-and-sustainable-development-goals-self-assessment-toolkit
UCLG SDG localization modules	Translated into 13 languages	https://www.learning.uclg.org/sdg-learning-modules

Source: Authors' elaboration.

3.6. Conclusions and recommendations

This chapter attempts to describe the landscape of capacity-building activities for SDG implementation directed at national public administration that have taken place since 2015. The relative scarcity of publicly available information makes this a difficult task. Reporting on capacity-building activities that take place in public administration has not been a consistently high priority of governments in comparison with other activities, both in voluntary national reviews presented by UN Member States at the global level, and at the national level as seen in national policy documents. Areas identified in the 2030 Agenda as needing capacity-building and support by the international community, such as the localization of the SDGs, the strengthening of national statistical systems, SDG indicators, and policy integration, have received high attention from both national and international actors. As a result, related capacity-building activities have high visibility in public documents. This does not mean that other areas do not receive attention, but that reporting on them is seen as less relevant or less urgent. As a result, the picture that emerges from the research done for this report is that of an unevenly lit landscape, and should be seen at best as an approximation. Given the importance of securing adequate skills and capacity in public administration for implementing the 2030 Agenda, strengthening the tracking and reporting of related activities in all parts of public administration would be highly relevant.

In spite of these limitations, the data collected for this report highlights some lessons and supports some recommendations.

On the one hand, actors at all levels seem to concur on the critical importance of strengthening capacities in public institutions for implementing the SDGs. There is clear evidence that capacity-building activities for SDG implementation targeted at national public institutions started very early after the adoption of the 2030 Agenda, and have been sustained since. Capacity-building tools and training material have accumulated, produced by a wide range of actors using different formats, supports and dissemination channels, all contributing to building a comprehensive offer which national public institutions can often readily access.

On the other hand, the landscape of capacity-building initiatives appears as fragmented, with little obvious coordination among actors delivering them. To some extent, the breadth of scope of the 2030 Agenda and the number of actors operating in this field make fragmentation hard to avoid. Yet, from the point of view of individual countries, it would be better if more visibility were provided on the offer that exists; it would also be important to know the extent to which the sum of capacity-building efforts made since 2015 by all actors involved have filled initial capacity gaps, and what capacity needs remain.

As mentioned above, there is paucity of information in relation to the scale, resource used, impacts and effectiveness of capacity-building activities directed at public servants. Yet, this would be critical in order to assess the adequacy and relevance of capacity-building efforts, all the more as those appear extremely fragmented. In other words, five years after the start of the implementation of the 2030 Agenda, the question of the adequacy of capacity-building efforts to support governments in implementing the SDGs remains open, and more efforts would be needed to answer it.

Based on the findings of the chapter, the following recommendations can be made.

1. Countries could be encouraged to conduct regular, government-wide capacity needs and gaps assessments in relation to SDG implementation by public institutions, with support from the international community as appropriate. Such assessments should ideally become part of national SDG follow-up and review processes. They should encompass all branches of government, include the subnational level and all levels of staff in public administration.
2. Governments, in collaboration with international organizations and other national actors, could be encouraged to collect information in a systematic way on their capacity-building efforts in relation to SDG implementation (including monitoring and evaluation) by public institutions at all levels. Efforts in this regard should aim to consolidate existing sectoral information, as well as information coming from all relevant providers of capacity-building. At the minimum, information should be collected on the resources devoted to training and capacity-building; the thematic areas where capacity-building and training are provided; the number, gender and level of recipients; measures of learning and other relevant outcomes; and the continuity of capacity-building efforts over time.
3. Governments could be encouraged to conduct evaluations of the adequacy and effectiveness of their capacity-building efforts for SDG implementation, monitoring and evaluation, at different levels of government. Such evaluations could be conducted or supported by specialized institutions with experience in this regard.
4. Governments could consider making information on capacity-building activities in relation to SDG implementation more accessible within and outside government, as such information could benefit all parts of government through reuse and adaptation of training and capacity-building material, as well as benefit the variety of non-governmental actors involved in the design and delivery of capacity-building products and support synergies among them.

5. Voluntary national reviews are high-profile vehicles to communicate capacity-building assessments and needs. Countries could consider making greater use of the VNRs for this purpose. In order to promote more detailed reporting of national capacity-building efforts for SDG implementation, the UN Secretary-General's voluntary guidelines for the voluntary national reviews could be adapted and provide more detailed suggestions in this regard.

6. The United Nations system could build and maintain a mapping of capacity-building activities related to SDG implementation undertaken by different parts of the system at the country level, with a view to identifying gaps, synergies, and potential duplications and overlaps. Such mapping may be best conducted based on a common template.

7. International organizations operating in the same fields (for instance, policy integration) could consider ways to promote synergies and coherence in their capacity-building interventions at the country level. Where they do not exist, collaborative efforts could aim to establish repositories of capacity-building and training materials, and to provide information that enables users to choose the approaches and tools that fit their needs best. In areas where a large amount of material exists, more resources could be allocated to adapting and translating existing materials in different languages, in order to promote cross-fertilization and enhance the efficiency of capacity-building efforts.

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