



Trainer's Guide

Capacity Building Program for Civil Servants to Implement

2030 AGENDA



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DISCLAIMER

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Harsh Sharma

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PREFACE

The Sustainable Development Goals are the cornerstone of global commitment to end poverty, protect the planet, and improve everyone's lives and prospects everywhere. All UN member states adopted the 17 Goals in 2015 as part of the 2030 Agenda for Sustainable Development, which set out a 15-year plan to achieve the Goals.

The 17 SDGs are integrated and require coherent policy action. The steps taken in one area will affect others' outcomes. SDGs emphasize that development inclusively balancing social, economic, and environmental sustainability should be at the core of government policies.

'Leave No One Behind' is the thrust of the 2030 Agenda for SDGs, and nations of the world have committed to fast-track progress for those at the bottom of socio-economic progress. Therefore, SDGs are designed to bring the world to several life-changing 'zeros', including zero/no poverty and hunger.

In the last few years, progress is being made in many places. However, overall progress towards the SDGs is not yet advancing at the desirable speed or scale. The next decade needs to usher in an ambitious effort to deliver on the 2030 Agenda. One important initiative that can help in this endeavour is the civil servants' capacity building to understand and implement the 2030 Agenda.

A large pool of trainers is required who will cater to the capacity-building needs of India's civil servants on effective implementation of SDGs 2030 Agenda. This guide is a training resource for trainers that details a two-day training program that will further train critical stakeholders.

This trainer's guide's primary purpose is to prepare and assist the trainers in designing and facilitating civil servants' two-day training effectively. This document provides objectives, the methodology for facilitation, key learning points, session delivery, activities, and reference material for each session, helping the trainers plan, facilitate, and evaluate the training.

This guide can also be adapted to conduct awareness and capacity-building sessions for other stakeholders such as the public, private sector, NGOs, educational institutions etc.

The trainers' profile could include senior civil servants, academicians having conceptual knowledge of SDGs, and a minimum of 15-20 years of experience of ground-level governance issues in India. Prior experience in training design and delivery, especially for civil servants, will be preferred. This training session will improve the interactions between the Central and State governments and the stakeholders, and encourage them to contribute to the local governments' efforts in various projects associated with the SDGs.

This guidebook has three parts. The first part provides brief information about the training, including the training program's objective, the target group of participants, and major topics covered in the training program. The second part presents the training schedule. The third part details session plans for each of the training sessions and includes information on the following aspects:



- Session objectives
- Session duration
- Facilitation methodology
- Material required
- Key messages
- Reference material
- Process for session delivery

Following these, other supportive documents, i.e., pre-post evaluation questionnaire, template for evaluation of training program, template for registration and attendance the list of training material and aids, activity details, guidance notes/norms/tips for participatory training/learning required for the training program are also provided in the facilitator guide.

Training will be provided in interactive mode with a focus on proactive learning. Multiple participation tools to facilitate reflection and training will be used. An indicative list is given below:

- Lecture
- Large Group Discussions
- Small-Group Work and Discussions
- Exercise, Games, Activities
- Brainstorming
- Guiding questions for self-study
- Additional reading material
- Demonstrations

Efforts will be made to encourage the trainees to participate in the sessions actively and share their experiences.

This guide is to be used in conjunction with the following course material: (1) Participant's Manual; (2) Reference Booklet; (3) Flash Cards.





ABOUT THE
TRAINING

PART 01



PART 1: ABOUT THE TRAINING

PART - 1		
S.No.	Component	Details
01	Title	Capacity-Building Program for Civil Servants to Implement 2030 Agenda
02	Training Goals and Objectives	<ul style="list-style-type: none"> This training has been designed to help participants gain greater clarity about the SDGs, particularly in the Indian context. Primarily aimed at civil servants, the capacity-building program's content will help the teams at local, state, and national levels succeed in implementing the Goals and motivating other stakeholders to engage actively. <p>The objectives are:</p> <ul style="list-style-type: none"> Create awareness about the Sustainable Development Goals (SDGs) and the importance of partnership and collaboration among various stakeholders Ensure clarity on the inter-dependencies and linkages of the 17 Goals Design SDG implementation projects that address the Goals and their linkages Focus on the relevance of SDGs in national, regional, and local context Recognize that every State may allot varying degrees of priorities to each of the 17 SDGs
03	Learning Outcomes	<p>At the end of the training, the participants would be able to:</p> <ul style="list-style-type: none"> Obtain a multi-dimensional view of the SDGs from a global and Indian perspective Review the broad perspective of the sustainable development process, and the timelines until adopting the SDGs by the General Assembly in 2015 Identify inter-relatedness and cross-cutting issues within the Sustainable Development Goals Prioritize possible SDG implementation projects Appreciate the role of leadership at the individual and institutional level in achieving the 2030 Agenda
04	Total No. of Trainees	30-40
05	Participant's Profile	Trainees selected to include civil service officers/civil servants involved in development policy formulation and implementation



PART 1: ABOUT THE TRAINING

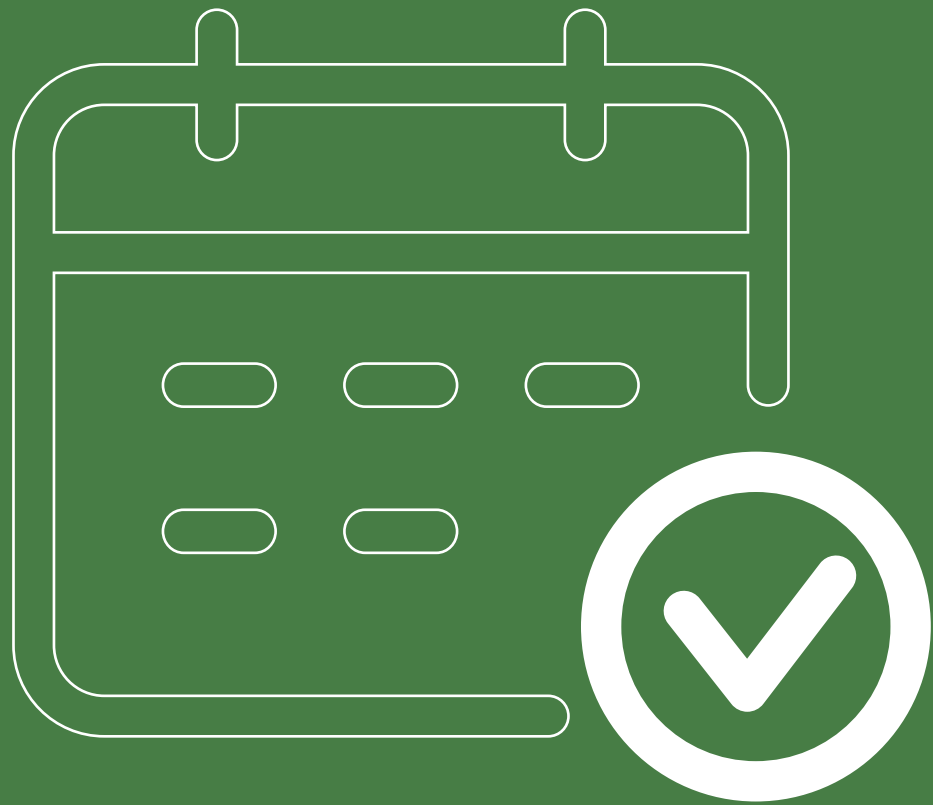
PART - 1		
S.No.	Component	Details
06	Duration	Two days
07	Major Topics Covered	<p>1.Unpacking Agenda 2030</p> <ul style="list-style-type: none"> • Core principles fostering the 2030 Agenda for sustainable development • Critical dimensions of the 2030 Agenda for sustainable development • Sustainable Development Goals • Categorization of 17 SDGs into 5Ps • Elements accelerating the implementation of SDGs <p>2.SDGs – Key Elements in India</p> <ul style="list-style-type: none"> • About Leave No One Behind (LNOB) • Gender Equality • Innovative practices in India’s priority sectors • International Best Practices (LNOB and Gender Equality) • Institutional strengthening for SDGs <p>3.Localizing SDGs in India</p> <ul style="list-style-type: none"> • The Indian approach in localizing SDGs • Work on SDGs by States in India <p>4.Leadership for Agenda 2030 India</p> <ul style="list-style-type: none"> • Bringing on board Ministries, State Governments, and UTs • Raising awareness and advocacy • Collaborative leadership • Multi-stakeholder partnerships <p>5.Best Practices from the Field</p> <ul style="list-style-type: none"> • Implementation of Telemedicine in Tripura • ‘Digital Land’ (comprehensive system of land management), Board of Revenue, Uttar Pradesh • ‘Read to Lead - Ignited Minds’ campaign, Rourkela, Odisha • Aravind Eye Care System • Bridging the Gender Gap and Elevating Women in STEM with Aurecon • Arogya Karnataka Scheme • “SHAISHAV” and “MATRURAKSHA”- district’s journey towards Healthy Childhood and Safe Motherhood, District Panchayat, Kutch, Gujarat, India



PART 1: ABOUT THE TRAINING

PART - 1		
S.No.	Component	Details
		<p>6.SDG Indices</p> <ul style="list-style-type: none"> • The role of indicators for measuring progress on SDGs • The importance of metrics and indicators • Global Indicator Framework • National Indicator Framework • Data gaps in assessing country-level progress on SDGs • Need for data innovations in the time of COVID-19 • Impact of the pandemic on data, central to the achievement of the SDGs • Responding to the current crisis and accelerating SDGs <p>7.SDGs Monitoring</p> <ul style="list-style-type: none"> • Data for SDGs • Localizing SDG Monitoring Framework <p>8.Implementation of SDGs</p> <ul style="list-style-type: none"> • India Voluntary Nation Review, 2020 • Sashakt Bharat Sabal Bharat • Swachh Bharat Swastha Bharat • Samagra Bharat Saksham Bharat • Satat Bharat Sanatan Bharat • Sampanna Bharat Samriddha Bharat • Aatmanirbhar Bharat • A conceptual framework for enabling Interaction/Discussion
08	Training Schedule	Detailed in Part 2
09	Session Plan	Detailed in Part 3
10	Training Aids	Annexures





TRAINING PROGRAM SCHEDULE

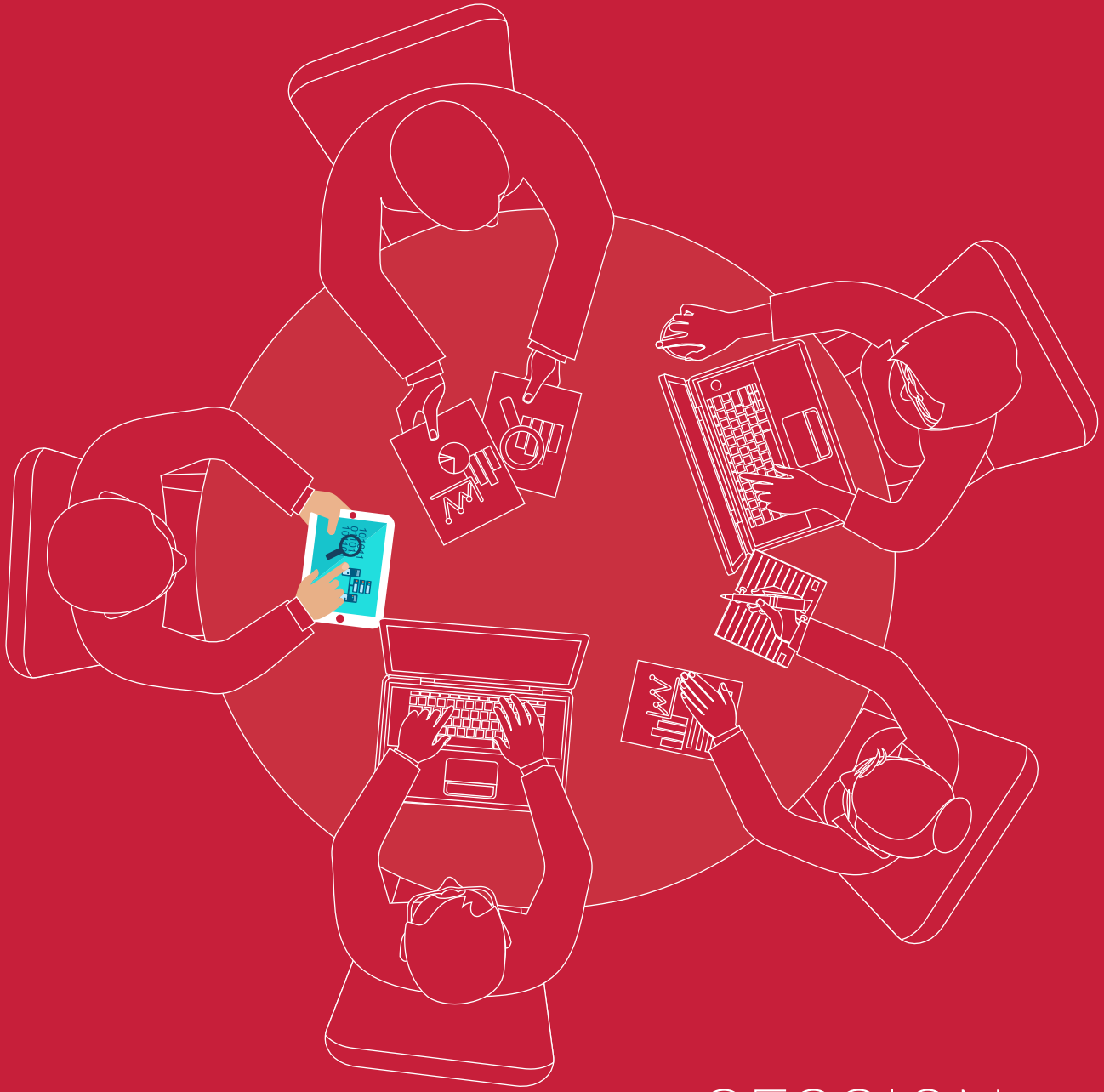
PART 02



PART 2: TRAINING PROGRAM SCHEDULE

DAY - 1	
Time (in Hrs.)	Sessions
08:30 - 09:00	Welcome and Introduction
09:00 - 10:00	Session - 1: Unpacking 2030 Agenda
10:00 - 10:30	Tea Break
10:30 - 11:30	Session - 2: SDGs - Key Elements in India
11:30 - 12:00	Session - 3: Localizing SDGs in India
12:00 - 14:00	Group Activity - 1: SDG Project Canvas
14:00 - 14:30	Lunch Break
14:30 - 15:30	Session - 4: Leadership for 2030 Agenda for sustainable development
15:30 onwards	Session - 5: Best Practices from the Field
DAY - 2	
09:00 - 10:30	Session - 6: SDG Indices
10:30 - 10:45	Tea Break
10:45 - 11:45	Session - 7: SDG Monitoring
11:45 - 13:45	Group Activity - 2: Root Cause Analysis (Discussion and Experience Sharing)
13:45 - 14:30	Lunch Break
14:30 - 15:30	Session - 8: Implementation of SDGs
15:30 - 16:30	Group Activity - 3: Group Discussion and Presentation
16:30 - 16:45	Tea Break
16:45 onwards	Summation and Feedback on the SDG Tool Kit





SESSION PLAN

PART 03



PART 3: SESSION PLAN

This chapter helps the trainer understand session objectives, methodology, key messages and instructions on facilitating the session.

DAY - 1	
Setting the Environment	
Session Objectives	<ul style="list-style-type: none"> • Introduce the participants to the course structure • Create an enabling learning environment for appreciating experiences and expertise within the group • Explain goals for the course • Meet colleagues, faculty, and the course team • Review the course schedule and materials • Establish ground rules for the training
Duration	30 mins
Methodology	<ul style="list-style-type: none"> • Ice-breaking • Power-point presentation
Materials Required	<ul style="list-style-type: none"> • Training schedule • Flip chart paper/White board and marker pen
Key Messages	<ul style="list-style-type: none"> • The activity-based introduction helps the participants to understand and respect each other and become familiar with the surroundings • A conducive learning environment is essential for experience and knowledge sharing • A common understanding of objectives among the participants is essential for an effective learning experience
Recommended Readings	<ul style="list-style-type: none"> • https://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf • https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html • https://www.sdgfund.org/mdgs-sdgs
Activity	Activity - Stay In and Stay Out
Process of Training Delivery	
5 mins	Facilitate registration of the participants and follow by pre-test (format given in Annexure 4)
10 mins	Facilitate inauguration of the workshop and keynote address
10 mins	Activity – Stay In Stay Out
5 mins	In large group, ask them what they expect from this training, and brief them about the objectives of this training

PART 3: SESSION PLAN

SESSION-1: UNPACKING AGENDA 2030	
Objectives	<ul style="list-style-type: none"> • Understand the sustainable development framework to ensure last-mile coverage • Learn about critical dimensions for social inclusion, economic growth, and environmental protection • Discuss and propose ultimate tools for measuring the progress on SDGs and elements accelerating the implementation of SDGs • Learn about the significant, relevant ethical theories and their implications for achieving SDG targets • Discuss significant questions to consider in priority setting for expanding SDG coverage in India
Duration	60 mins
Methodology	<ul style="list-style-type: none"> • Power-point presentation and interactive discussions • Small group discussions
Material Required	LCD & Laptop
Key Messages	<ul style="list-style-type: none"> • The world's nations have adopted Sustainable Development Goals to create a common language of development that is inclusive and requires responsibility from developed and developing nations • Experience with MDGs suggests that clear enunciations of targets and objective measurement is the key to implement the 2030 agenda for sustainable development • Core principles of SDGs encompass all the relevant sectors, people, institutions, and policy frameworks, and are outcome of a consensual approach
Recommended Readings	<ul style="list-style-type: none"> • https://www.un.org/ecosoc/sites/www.un.org.ecosoc/files/files/en/qcpr/undg-discussion-note-on-universality-and-2030-agenda.pdf • https://www.undp.org/content/undp/en/home/2030-agenda-for-sustainable-development/prosperity/development-planning-and-inclusive-sustainable-growth.html • https://sustainabledevelopment.un.org/post2015/transformingourworld • https://www.un.org/sustainabledevelopment/development-agenda-retired/ • https://unstats.un.org/sdgs/report/2019/The-Sustainable-Development-Goals-Report-2019.pdf • http://mdgs.un.org/unsd/mdg/default.aspx • https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf • http://sdghelpdesk.unescap.org/learning-videos/understanding-dimensions-sustainable-development-0



PART 3: SESSION PLAN

SESSION-1: UNPACKING AGENDA 2030	
Recommended Readings	<ul style="list-style-type: none"> • https://socialprogress.in/2019/09/role-of-social-progress-index-in-measuring-sdgs/ • https://sustainabledevelopment.un.org/content/documents/15836India.pdf • https://www.unssc.org/news-and-insights/blog/sustainable-development-what-there-know-and-why-should-we-care/ • https://www.undp.org/content/undp/en/home.html • https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf • https://unstats.un.org/sdgs/report/2019/The-Sustainable-Development-Goals-Report-2019.pdf • https://www.oecd-ilibrary.org/sites/a8caf3fa-en/1/2/1/index.html?itemId=/content/publication/a8caf3fa-en&_csp_=1c51c432b7a7683f5a0142ba189c0c39&itemIGO=oecd&itemContentType=book#section-d1e1259
PROCESS OF TRAINING DELIVERY	
10 mins	<ul style="list-style-type: none"> • Brief the participants about the learning objectives of this session • Ask them what do they understand by '2030 Agenda'? • Write their responses on a flip chart
25 mins	<p>Make a Power-point presentation on the following:</p> <ul style="list-style-type: none"> • What is 2030 Agenda? • Core principles fostering the 2030 Agenda • Introduction to 5 Ps and categorization of them into 17 SDGs • Elements that accelerate the implementation of SDGs <p>Facilitate open house dialogue for ideas from participants on 'Directions on Policy Actions'</p>
20 mins	<p>Activity: Tell Me about Your Job (Optional)</p> <p>Reflect on the civil servants' current contributions or other stakeholders in implementing SDGs in their area</p>
5 mins	<p>Consolidate the session by summarizing the essential learnings from the session</p>



PART 3: SESSION PLAN

SESSION-2: SDGs - KEY ELEMENTS IN INDIA	
Session Objectives	<ul style="list-style-type: none"> • Understand SDGs in the current Indian context • Understand the role that NITI Aayog plays in coordinating the implementation of the SDGs in India • Focus on the intrinsic importance of Leave No One Behind and Gender Equality • Apprise participants about international and national level innovative and scalable solutions on LNOB and Gender Equality
Duration	60 mins
Methodology	Power-point presentation and interactive discussions
Material Required	<ul style="list-style-type: none"> • LCD & Laptop • Flip chart • Markers
Key Messages	<ul style="list-style-type: none"> • Mapping developmental initiatives with the SDG framework is a crucial tool to derive linkages between India's developmental priorities and the 2030 Agenda for SDGs • The conceptual aspects of SDGs are naturally aligned with India's civilizational thoughts and learnings • Adapting the goals and the indicators to the local requirements is essential to fulfil the constitutional mandate and global commitments • NITI Aayog has a pivotal role in synchronizing, prioritizing, and building institutional capacity to implement the 2030 Agenda for SDGs in India
Recommended Readings	<ul style="list-style-type: none"> • http://ris.org.in/sdg/india-and-sustainable-development-goals-way-forward • https://sustainabledevelopment.un.org/content/documents/15836India.pdf • https://niti.gov.in/sites/default/files/2019-01/SDGMapping-Document- NITI_0.pdf • http://www.undp.org/content/undp/en/home/librarypage/poverty-reduction/what-does-it-mean-to-leave-no-one-behind-.html • https://www.oecd-ilibrary.org/development/case-studies-on-leaving-no-one-behind_9789264309333-en • https://unsdg.un.org/sites/default/files/Interim-Draft-Operational-Guide-on-LNOB-for-UNCTs.pdf • https://unsdg.un.org/resources/leaving-no-one-behind-unsdg-operational-guide-un-country-teams-interim-draft • https://sustainabledevelopment.un.org/content/documents/26281VNR_2020_India_Report.pdf • https://missionantyodaya.nic.in/ • https://niti.gov.in/sites/default/files/2020-02/Poshan_Abhiyaan_2nd_Report_0.pdf



PART 3: SESSION PLAN

SESSION-2: SDGs - KEY ELEMENTS IN INDIA

Recommended Readings

- <https://www.parcic.org/english/srilanka/tea-project/>
- <https://sampranmodel.com/en/>
- <https://www.unicef.org/india/what-we-do/gender-equality>
- <https://data.em2030.org/countries/india/>
- https://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/Zambia-AR-Cashew_Infrastructure_Development_Project_CIDP_.pdf
- <https://www.oxfamindia.org/programdetails/5093/transboundary-rivers-south-asia-trosa>
- https://in.one.un.org/wp-content/uploads/2018/07/Gender_Thematic-Business-Case_5Jun2018.pdf
- https://in.one.un.org/wp-content/uploads/2017/04/Gender-Equality_Thematic-Business-Case_20-March.pdf
- https://niti.gov.in/sites/default/files/2020-08/Best_Practices_from_Aspirational_Districts_Volume_1.pdf
- https://niti.gov.in/sites/default/files/2020-08/Best_Practices_from_Aspirational_Districts_Volume_1.pdf
- https://in.one.un.org/wp-content/uploads/2017/04/Gender-Equality_Thematic-Business-Case_20-March.pdf
- https://niti.gov.in/sites/default/files/2020-02/Poshan_Abhiyaan_2nd_Report.pdf
- https://in.one.un.org/wp-content/uploads/2017/04/Gender-Equality_Thematic-Business-Case_20-March.pdf
- <https://www.unwomen.org/en/digital-library/multimedia/2015/12/infographic-human-rights-women>
- <https://unsdg.un.org/sites/default/files/Interim-Draft-Operational-Guide-on-LNOB-for-UNCTs.pdf>
- <https://www.ifad.org/en/document-detail/asset/41397731>
- http://www.cips.org.in/documents/Published_Documents/e-Books/2015/Education/Balabadi/Balabadi.pdf

Recommended Videos:

- <https://idsa.in/idsacomments/significance-of-sdgs-and-india- aanant-081119> (SignificanceofSDGsandIndia'sEvolving GlobalRole-IDSAComent)
- <https://niti.gov.in/high-level-political-forum-2017>

PROCESS OF TRAINING DELIVERY

10 mins

- Brief the participants that the session is to understand the nuances of implementing SDGs in India
- Ask the participants to provide some insights on India's ongoing programs to implement SDGs
- Ask the participants about any innovative practice known to them, nationally or internationally, in priority sectors like Gender equality

PART 3: SESSION PLAN

25 mins	<p>Make a Power-point presentation on the following:</p> <ul style="list-style-type: none"> • India's Key elements for SDG • Leave No One Behind (LNOB) in India and Concept of Antyodaya • Gender Equality • National and International schemes and best practices in priority sectors
20 mins	<p>Activity: Mapping SDGs in India</p> <p>Debrief the findings and conclude the activity</p>
5 mins	<p>Consolidate the session by summarizing the critical learnings from the session</p>

SESSION-3: LOCALIZING SDGs IN INDIA	
Session Objectives	<ul style="list-style-type: none"> • Provide a brief look into what various States and UTs are doing • Understand the institutional framework for SDGs in India • Focus on institutional mechanisms to localize SDGs
Duration	30 mins
Methodology	<ul style="list-style-type: none"> • Power-point presentation and activity-based interactive discussions • Flip charts • Pens/markers
Material Required	<ul style="list-style-type: none"> • LCD & Laptop • Flip chart • Markers/pens
Key Messages	<ul style="list-style-type: none"> • India is the key country that will determine the success or failure of SDGs; SDGs' success in India is dependent on the progress made with less-developed regions and less-privileged sections of the population • The localization of SDGs requires understanding, adapting, planning, implementing, and monitoring of the SDGs from national to local levels by relevant institutions • A process of country-wide sensitization and awareness development of all stakeholders is at the core of the coordination process among various government levels to implement the 2030 Agenda for SDGs • Effectiveness in policy coherence requires knowledge and awareness to design and manage appropriate implementation strategies while engaging multiple stakeholders



PART 3: SESSION PLAN

Recommended Readings	<ul style="list-style-type: none"> • https://niti.gov.in/content/localizing-sdgs-early-lessons-india • https://sustainabledevelopment.un.org/content/documents/26279VNR_2020_India_Report.pdf • https://sustainabledevelopment.un.org/content/documents/commitments/818_11195_commitment_ROADMAP%20LOCALIZING%20SDGS.pdf <p>Recommended Videos:</p> <p>RSTV program- 'In Depth-India's Sustainable Development Goals' https://youtu.be/YZqSgguqnXE</p>
PROCESS OF TRAINING DELIVERY	
10 mins	<ul style="list-style-type: none"> • Brief the participants that the session is to understand the nuances of implementing SDGs in India
20 mins	<p>Make a Power-point presentation on the following:</p> <ul style="list-style-type: none"> • The Indian approach to localize SDGs • Work on SDGs by States in India • Challenges in implementing SDGs in India
120 mins	<p>Activity: SDG Project Canvas</p> <p>In the end, the trainer will debrief and summarize the session</p>

SESSION-4: LEADERSHIP FOR AGENDA 2030	
Session Objectives	<ul style="list-style-type: none"> • Study the role of stakeholder analysis in the implementation of various SDG projects • Understand the importance of partnerships, explicitly considering SDG 17, which focuses on strengthening the means of implementation • Recognize the need to collaborate within and across societal sectors that allow the smartest use of the resources to deliver transformational change
Duration	60 mins
Methodology	Power-point presentation and interactive discussions
Material Required	LCD & Laptop
Key Messages	<ul style="list-style-type: none"> • Institutional strengthening and proactive leadership are essential for the effective implementation of the 2030 Agenda for sustainable development • Collaboration across the Government Institutions at central, state, and district-level requires a change of mindset and new kind of incentives for various actors • Pandemic has made it abundantly clear that collaboration and coordination, coupled with a multi-disciplinary approach, can only bring policy coherence. It will help in resource optimization as well as provide opportunities to learn from various perspectives



PART 3: SESSION PLAN

Recommended Readings	<ul style="list-style-type: none"> • https://www.brookings.edu/blog/up-front/2018/04/24/a-new-type-of-leadership-from-national-governments-is-essential-for-success-of-the-sdgs/ • https://www.undp.org/content/dam/undp/library/capacity-development/English/Singapore%20Centre/PSMotivation+SDGs.pdf • https://ggi.org/report/localising-sdgs-early-lessons-from-india/ • https://niti.gov.in/writereaddata/files/LSDGs_July_8_Web.pdf • https://sustainabledevelopment.un.org/content/documents/2545MSP_Guidelines.pdf <p>Additional Videos</p> <p>Partnerships, Power, and the SDGs: a UNRISD Seminar</p> <ul style="list-style-type: none"> • https://thepartneringinitiative.org/news-and-views/tpi-blog/solving-the-partnership-puzzle/ • https://www.youtube.com/watch?v=kROW3cXOxvk • https://thepartneringinitiative.org/
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PROCESS OF TRAINING DELIVERY

40 mins	<p>This session is focused on discussing ways to bring about Leadership for 2030 Agenda for sustainable development. The presentation will highlight the following:</p> <ul style="list-style-type: none"> • Collaborative Leadership – Bringing together the Board Ministers, State Governments and UTs • Raising awareness among stakeholders of SDGs and Advocacy • Multi-Stakeholder Partnerships
15 mins	Ask the participants to reflect on the learnings
5 mins	Summarize the learnings and conclude the session

SESSION-5: BEST PRACTICES FROM THE FIELD

Session Objectives	<ul style="list-style-type: none"> • Expose participants to innovative practices relevant to the needs for effective implementation of SDGs in their respective States/UTs • Build KSAs (Knowledge, Skills, and Abilities) of the participants on various aspects of successful project implementation; these include domain, processes, technology, people, and policies • Gain more in-depth perspectives into the structured system centered around that demonstrated practice • Reflect on the various aspects/topics discussed and relate them to your State/ UT status
Duration	60 mins
Methodology	Interactive discussions



PART 3: SESSION PLAN

<p>Material Required</p>	<ul style="list-style-type: none"> • Pen • Markers • A4 size paper or Flip charts
<p>Recommended Readings</p>	<ul style="list-style-type: none"> • Sabir’s long road to TB diagnosis: https://www.finddx.org/news/sabirs-tb-diagnosis/. • Articles: Gene Xpert: Transforming pediatric TB diagnosis in India / US Agency for International development – September 2017. Drug-resistant TB higher among children than expected: report / Hindu, Delhi – July 2017. India rolls out new TB diagnosis aimed at catching child cases / Devex – September 2017. • SDG 3: Good Health and Well Being Accelerated Action for Impact (AAI): Improving maternal and child health in Kebbi State, Nigeria Source: https://www.unicef.org/nigeria/sites/unicef.org.nigeria/files/2019-07/AAI%20Overview.pdf • SDG 4: Quality Education in spires Structured Training and Education Program (STEP) www.inspire.org.mt www.know-ur-rights.com • Leaders who transform: Ensuring an inclusive and equitable quality education Source: https://g1.globo.com/ce/ceara/especial-publicitario/unifor/ensinando-e-aprendendo/noticia/2018/10/03/alunos-desenvolvem-projeto-de-reintegracao-social-com-idosos.ghtml https://g1.globo.com/ce/ceara/especial-publicitario/unifor/ensinando-e-aprendendo/noticia/estudantes-apresentam-projetos-na-clinton-global-initiative.ghtml • SDG 5: Gender Equality affirmative actions for equality, non-violence and Strengthening Women’s Leadership in Quintana Roo http://www.equidad.org.mx/ • SDG 6: Clean Water and Sanitation Accelerating the achievement of SDG 6 in five countries: A discussion paper http://inweh.unu.edu/wp-content/uploads/2017/01/SDG-Discussion-paper.pdf http://sdgpss.net/en/ • SDG 12: Sustainable Consumption and Production The sustainable chain in search of a better world: adopt this idea https://www.uemasul.edu.br/portal/ • SDG 16: Peace, Justice, and Strong Institution The DEDICA Program-Defense of the Rights of Children and Adolescents http://amigosdohc.org.br/project/programa-dedica http://dedica.org.br/home/



PART 3: SESSION PLAN

Recommended Readings	<p>Additional Reading Material</p> <ul style="list-style-type: none"> • Indian Solutions for the world to achieve SDGs (https://smartnet.niua.org/sites/default/files/resources/60786.cs641sdgsreportweb.pdf) • Scouts in Denmark are achieving the SDGs through environmental sustainability (http://www.teachsdgs.org/blog/scouts-in-denmark-are-achieving-the-sdgs-through-environmental-sustainability) • http://www.cips.org.in/documents/Published_Documents/e-Books/2015/Health/Telemedicine/telemedicine-in-tripura.pdf • https://nceg.gov.in/sites/default/files/case_studies/Digital_Land.pdf • https://www.newindianexpress.com/states/odisha/2020/jan/07/read-to-lead-benefits-odisha-tribal-students-2086198.html • http://www.tspmt.com/vol6-july2016/14.Bimal%20Charan%20Swain.90-94.pdf • http://www.cips.org.in/documents/Published_Documents/e-Books/2015/Health/Aravind-Eye-Care/Aravind-Eye-Care.pdf • https://www.wgea.gov.au/sites/default/files/documents/Aurecon_elevating_women_in_STEM.pdf • https://www.wgea.gov.au/newsroom/latest-news/bridging-the-gender-gap-with-aurecon • https://en.wikipedia.org/wiki/Workplace_Gender_Equality_Agency • https://arogya.karnataka.gov.in/Forms/Aboutus.aspx • https://publicadministration.un.org/en/Research/Case-Studies/unpsacases/ctl/NominationProfilev2014/mid/1170/id/531
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PROCESS OF TRAINING DELIVERY	
20 mins	Make a brief presentation highlighting the best practices from the field
10 mins	<p>Provide pen-paper/flip charts to the participants and ask them to brainstorm on the following questions:</p> <ul style="list-style-type: none"> • How well does your State perform SDGs on efficiency, quality, and access? • How does that performance limit your system's ability to achieve the goals of ending poverty, improving health, access to education, fighting inequalities, climate change etc.? • What are the 'critical failures' in your system that account for the most critical performance shortfalls in efficiency, quality, and access?
30 mins	Form a small panel of the participants and discuss all the views received
5 mins	Summarize key learnings and conclude the session



PART 3: SESSION PLAN

DAY: 2	
RECAP OF PREVIOUS DAY	
Session Objectives	<ul style="list-style-type: none">• Recapitulate the learnings of the previous day• Link previous day's learnings to today's planned sessions
Duration	15 mins
Methodology	<ul style="list-style-type: none">• Participatory approach• Short briefing on today's agenda
Materials Required	<ul style="list-style-type: none">• LCD & Laptop• White board• Markers
Key Messages	<ul style="list-style-type: none">• Answering doubts and questions of the trainees• Linking the previous day's agenda with today's agenda
Recommended Readings	SDGs Participant's Manual
PROCESS OF TRAINING DELIVERY	
15 mins	Have an open discussion. Use examples (good/bad examples of various schemes under different goals) to stimulate discussion



PART 3: SESSION PLAN

SESSION-6: SDG INDICES	
Session Objectives	<ul style="list-style-type: none"> • Obtain insights about the development of the SDG India Index and the issues faced during the process • Understand the various aspects of the SDG India Index • Identify the role of indicators for measuring the progress of SDGs • Respond to crisis and accelerate SDGs implementation
Duration	75 mins
Methodology	<ul style="list-style-type: none"> • Power-point presentation • Participatory approach
Materials Required	<ul style="list-style-type: none"> • LCD & Laptop • White board • Markers
Key Messages	<ul style="list-style-type: none"> • SDG indices are a vital tool for understanding the impact of various policy measures and their effectiveness • SDG India Index captures the progress comprehensively and provides a snapshot of the performance of the States • A good indicator needs to give insight into the cause and effect of a particular outcome and should not be merely judgmental • Quality of primary/secondary data and integrity of data sources are essential for getting the real picture on the ground • Investment in data collection infrastructure can improve the validity of results reflected by SDG Indices
Recommended Readings	<ul style="list-style-type: none"> • https://niti.gov.in/sdg-india-index-dashboard-2019-20 • https://unstats.un.org/sdgs/files/meetings/sdg-inter-workshop-june-2018/Day1_Session1_Global%20Indicator_UNSD.pdf • https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=2013&menu=35 • https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf • https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification/ • https://sustainabledevelopment.un.org/content/documents/2013150612-FINAL-SDSN-Indicator-Report1.pdf • http://www.mospi.gov.in/global-indicator-frameworkiaeg-sdgs • https://unstats.un.org/sdgs/report/2020/the-need-for-data-innovations-in-the-time-of-COVID-19/ <p>Recommended Videos:</p> <ul style="list-style-type: none"> • RSTV: The big picture- SDG India Index 2019-20: https://youtu.be/hiNDugUI3kA • https://www.ophi.org.uk/wp-content/uploads/OPHI-RP-29a.pdf • https://ourworldindata.org/human-development-index



PART 3: SESSION PLAN

PROCESS OF TRAINING DELIVERY	
10 mins	Share the objective of the session with the participants. In a large group, ask the participants what they understand by SDG indices and the role of SDG indices
60 mins	<p>Make a Power-point presentation on:</p> <ul style="list-style-type: none"> • The role of indicators for measuring progress on SDGs • The essential metrics and indicators • Global indicator framework • Challenges in SDG indices • Data gaps in assessing country-level progress on SDGs • Need for data innovations in the time of COVID-19 • Impact of the pandemic on data, central to the achievement of the SDGs • Responding to the crisis and accelerating SDGs
5 mins	Summarize key learnings and conclude the session

SESSION-7: DATA FOR SDGs	
Session Objectives	<ul style="list-style-type: none"> • Launch a plan monitoring framework to carry out the effective implementation of SDGs • Benchmark and measure the progress made for each Goal • Analyze significant barriers combating the implementation of SDGs and ensure high-quality growth • Understand various aspects of recent experience with government reforms. in India and compare with international experiences towards achieving SDG targets
Duration	180 mins
Methodology	<ul style="list-style-type: none"> • Power-point presentation • Participatory approach
Materials Required	<ul style="list-style-type: none"> • LCD & Laptop • White board • Markers
Key Messages	<ul style="list-style-type: none"> • The monitoring and evaluation framework has to provide real-time information to policymakers and civil servants • Finetuning of the indicators as per the local requirements will better reflect the outcomes of the developmental interventions • Localization at the state and district level can be a significant contributor to the mandate of LNOB • Decentralized monitoring, coupled with decentralized planning, can lead to optimized resource allocation



PART 3: SESSION PLAN

Recommended Readings	<ul style="list-style-type: none"> • https://niti.gov.in/sites/default/files/2019-12/SDG-India-Index-2.0_27-Dec.pdf • http://www.mospi.gov.in/sites/default/files/Report2.pdf • http://www.mospi.gov.in/sites/default/files/publication_reports/SDGProgressReport2020.pdf • https://niti.gov.in/sites/default/files/2019-12/SDG-India-Index-2.0_27-Dec.pdf • http://www.mospi.gov.in/sites/default/files/Report2.pdf • http://www.mospi.gov.in/sites/default/files/publication_reports/SDGProgressReport2020.pdf • http://documents1.worldbank.org/curated/en/638011468766181874/pdf/296720PAPER0100steps.pdf • https://sustainabledevelopment.un.org/content/documents/2013150612-FINAL-SDSN-Indicator-Report1.pdf • https://niti.gov.in/writereaddata/files/LSDGs_July_8_Web.pdf • https://sustainabledevelopment.un.org/content/documents/2013150612-FINAL-SDSN-Indicator-Report1.pdf • https://www.uclg.org/sites/default/files/roadmap_for_localizing_the_sdgs_0.pdf • http://niti.gov.in/writereaddata/files/Haryana.pdf • http://niti.gov.in/writereaddata/files/Gujarat_0.pdf • http://niti.gov.in/writereaddata/files/Karnataka_1.pdf • http://niti.gov.in/writereaddata/files/Andaman%20%26%20Nicobar.pdf
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PROCESS OF TRAINING DELIVERY

15 mins	<p>Begin the session by asking the participants the following questions:</p> <ul style="list-style-type: none"> • How did current government programs contribute to the advancement of the SDG Agenda? How were the processes of political, ethical, and technical consideration handled? • How do the SDGs strive to balance economic, social, and environmental pillars of sustainable development? • How should the assessment of progress towards achieving the 2030 Agenda for sustainable development be carried out at the national level?
40 mins	<p>With the help of a Power-point presentation, explain to the participants about the Monitoring Framework of SDGs</p>
120 mins	<p>Activity: Root Cause Analysis</p> <p>Start the activity by asking the participants the following questions:</p> <ul style="list-style-type: none"> • Think about the last major problem you had at work • Did you take the time to discover the actual underlying cause of the problem, or did you implement a quick fix based on the symptoms? <p>With the help of a PPT, give an example of how to conduct Root Cause Analysis</p>
5 mins	<p>Summarize key learnings and conclude the session</p>



PART 3: SESSION PLAN

SESSION-8: IMPLEMENTATION OF SDGs	
Session Objectives	<ul style="list-style-type: none"> • Apprise participants on India's progress across SDGs • Explain the diagnostic tree approach, its use in the Flagship Framework, and its distinctive features in identifying causes and linking those causes with the societal control knobs • Prepare participants for diagnostic work as part of the group activity
Duration	120 mins
Methodology	<ul style="list-style-type: none"> • Power-point presentation • Participatory approach
Materials Required	<ul style="list-style-type: none"> • LCD & Laptop • Post-it Notes • White board • Markers
Key Messages	<ul style="list-style-type: none"> • 2030 Agenda for SDGs implementation requires a diverse approach in different contexts • The Government of India has taken many initiatives that are aligned with the SDGs • Pandemic is going to have unintended consequences and will affect the implementation of SDGs • Progress on SDGs requires an emphasis on localization at the State level and even at the district and city/village level • Civil servants have to play a vital role, and knowledge of the relevant frameworks needs to percolate to the officials at the cutting edge
Recommended Readings	<ul style="list-style-type: none"> • https://sustainabledevelopment.un.org/content/documents/26281VNR_2020_India_Report.pdf • http://niti.gov.in/writereaddata/files/Telangana.pdf
PROCESS OF TRAINING DELIVERY	
10 mins	<p>Ask the participants to reflect on the following:</p> <ul style="list-style-type: none"> • Consider one or more recent reform proposals either adopted or seriously considered in your State. Where did those ideas come from? Was there a causal diagnosis undertaken, and why, or why not? • Who can make a diagnosis? Is there a group or unit in Government (or outside it) with the responsibility and capacity to make SDG diagnosis? How is that unit involved in the policy development process?



PART 3: SESSION PLAN

45 mins	<p>Make a Power-point presentation covering the following aspects:</p> <ul style="list-style-type: none"> • India Voluntary National Review - 2020 • Sashakt Bharat Sabal Bharat • Swachh Bharat Swastha Bharat • Samagra Bharat Sanatan Bharat • Sampanna Bharat Samriddha Bharat • Aatmanirbhar Bharat <p>A conceptual framework for enabling interaction/discussion</p>
60 mins	Group Activity (Group discussion and presentation)
5 mins	Summarize key learnings and conclude the session

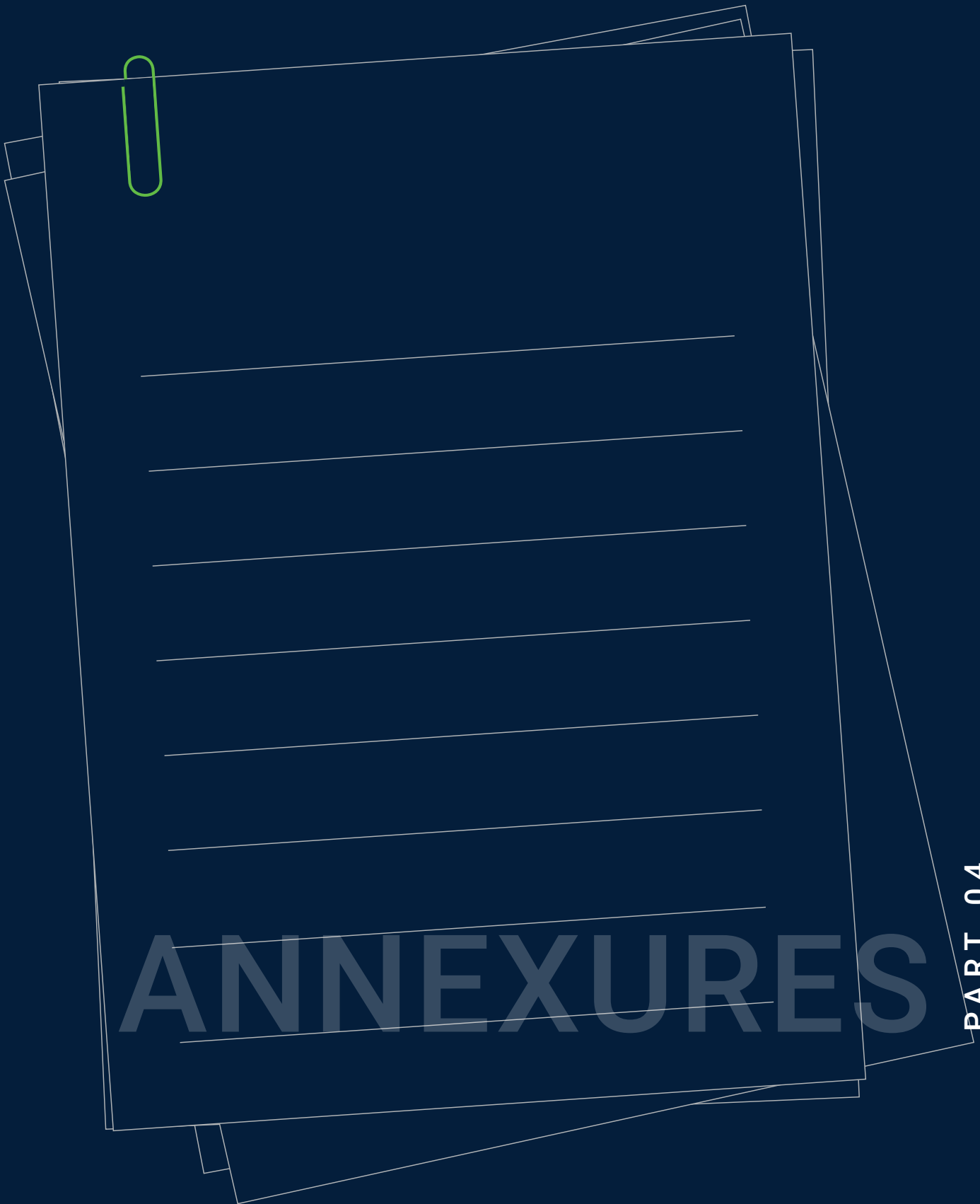
REFLECTION, WRAP-UP

Session Objectives	<ul style="list-style-type: none"> • Reflect on the sessions discussed over the two-day program • Assess teaching/learning effectiveness
Duration	60 mins
Methodology	<ul style="list-style-type: none"> • Discussions • Test • Written feedback
Material Required	<ul style="list-style-type: none"> • Feedback forms • Post-its
Key Messages	<ul style="list-style-type: none"> • Clarification of doubts, identifying areas of concerns • Feedback and identifying areas of improvement

PROCESS OF TRAINING DELIVERY

Time slot	Process
20 mins	Administer Post-test
20 mins	Take feedback
Total time: 40 mins	





ANNEXURES

PART 04



ANNEXURE 1: PRE-POST TRAINING ASSESSMENT

1. Sustainable Development Goals are the latest comprehensive framework to
 - a) Commit world leaders to combat poverty
 - b) Eliminate discrimination against women
 - c) Achieve universal primary education
 - d) Assess and encourage a better life for all

2. Sustainable development framework is based on
 - a) 2 core principles
 - b) 17 core principles
 - c) 5 core principles
 - d) 8 core principles

3. 'LNOB' seeks to combat
 - a) Discriminations and inequalities
 - b) Poverty and hunger
 - c) HIV/AIDS, malaria, and other diseases
 - d) Develop a global partnership for development

4. Which of the followings is not a part of SDGs?
 - a) Access to sustainable energy for all
 - b) Availability of water and sanitation for all
 - c) Provision of internet services for all
 - d) Full and productive employment and decent work for all



ANNEXURE 1: PRE-POST TRAINING ASSESSMENT

5. What are the four critical aspects identified under gender equality?

- a) (i) Eradicating discrimination and violence against women;
- (ii) Giving equal rights to economic resources;
- (iii) Access to property ownership;
- (iv) Women and girls' health and nutrition at all ages

- b) (i) Access to and control over resources;
- (ii) Access to services;
- (iii) Access to information and opportunities;
- (iv) Distribution of power and decision-making

- c) (i) Leadership;
- (ii) Cultural change;
- (iii) Safety;
- (iv) Economic security

- d) (i) Health and wellbeing;
- (ii) Empowerment;
- (iii) Prevent violence against women;
- (iv) Culture of respect and fairness

6. At the individual level, what are the three pillars of bureaucratic intervention for implementing SDGs?

- a) Knowledge and skills, awareness, political direction
- b) Societal pressure, appropriate systems and procedures, and resources
- c) Ability, willingness, and environment
- d) Personality, attitude, and experience



ANNEXURE 1: PRE-POST TRAINING ASSESSMENT

7. Which are the nodal bodies for institutionalizing SDGs at the National and Subnational level?
 - a) Department of Administrative Reforms and Public Grievances and Finance Department
 - b) NITI Aayog and Planning Department
 - c) Ministry of Skill Development and Entrepreneurship and Department of Industries
 - d) Ministry of Information and Broadcasting and Directorate of Advertising and Visual Publicity

8. What are the fundamental indicators of sustainable development?
 - a) Influence/behavior change, innovative technologies, access to evidence, information, and data
 - b) Carbon dioxide emissions, land area covered by forests, and intensity of water used
 - c) The employment-population ratio, share of women in wage employment, and waste treatment and disposal
 - d) Improved social cohesion, higher economic efficiency, and better environmental responsibility

9. What is the backbone of the Telemedicine initiative in Tripura?
 - a) Artificial Intelligence
 - b) Telecommunication and Information Technology
 - c) Blockchain
 - d) Robotic Process Automation

10. _____ is a customized tool that localizes the SDGs' implementation at a more granular level and captures data as per local requirements.
 - a) Social Progress Index
 - b) Human Development Index
 - c) E-Government Development Index
 - d) Happiness Index



ANNEXURE 2: TEMPLATE FOR TRAINING EVALUATION

The template will be used to receive feedback from the participants on the subject matter, the facilitator's methodology, and the training venue's logistics arrangement.

FEEDBACK FORM

Name of the Training: _____

Duration of the Training: _____

Date: _____ Venue: _____

Please ✓ the appropriate box (1 – Unsatisfactory, 2 – Satisfactory, 3 – Good, 4 – Very Good, 5 – Excellent) that reflects your response.

DETAILS		Unsatisfactory ----- Excellent				
		1	2	3	4	5
A	Overall rating of the training					
B	Rating of the effectiveness of the training					
	The subject matter of the training					
	The functioning of training aids used during training					
	The usefulness of the resource material					
	The relevance of activities used					
C	Evaluation of Resource persons					
	Subject knowledge					
	Training facilitation					
	Demonstration of skills					
	Group work facilitation					
	Coordination between Resource persons and participants					
	Respectfulness towards participants					
D	Facilities at the venue					
	Facilities and cleanliness of the classroom					
	Lodging					
	Food					
	Discipline					
E	Are there any other topics that you would suggest to be included in the program?					

ANNEXURE 3: REGISTRATION AND ATTENDANCE FORM

The template will be used for registering the training participants. Followed by this, is an attendance format for making daily attendance.

REGISTRATION FORM

Name of the Training: _____

Duration of the Training: _____

Date: _____ Venue: _____

S. No.	Name of the Participants	Male/ Female	Designation/ Department	Contact Address	Email	Phone Number	Signature

ATTENDANCE FORMAT

Name of the Training: _____

Duration of the Training: _____

Date: _____

S. No.	Name of the Participants	Male/ Female	Designation/ Department	Contact Address	Email	Phone Number	Signature

Venue: _____



ANNEXURE 4: TRAINING AIDS

S.No.	Material	Unit
1.	Colour chart paper (White, Pink, Yellow, and Sky Blue)	30
2.	White-board with Stand	1
3.	White-board Markers - Black, Blue, Red, and Green	2 Each
4.	Permanent Markers - Black, Blue, Red, and Green	4 Each
5.	Both-side Tape	2
6.	Sketch Pen (Packet)	4
7.	Pre-Test Questionnaire	45 copies
8.	Writing Pad	45
9.	Pen	45
10.	Folders	45
11.	Stapler and Stapler Pins	1
12.	White-board Clips	4
13.	Extension-board	1
14.	Banner	1
15.	Demonstration Material	As per requirement
16.	Sound System, Microphone with Stand	1
17.	LCD Projector and Screen	1 Unit
18.	Laptop with speakers	1 unit
19.	White Paper (A4 Size)	40 papers
20.	Digital Camera	1
21.	Training Manual	45 copies
22.	Post and Pre-Test Questionnaire	45 copies
23.	Feedback Form	45 copies
24.	Scale	2
25.	Pencil	5
26.	Eraser	5
27.	Sharpener	5
28.	Post-its	5
29.	Meta Cards	200



ANNEXURE 5:

ACTIVITIES

Activity	
Session Title: Setting the Environment and Introduction to SDGs	
Activity Title: Stay In Stay Out	
Organizing the Task	<p>Step 1: Draw five circles on the floor, some small, some large, using colour chinks.</p> <p>Step 2: Ask participants to move around in the room freely. Tell them we will play this game in a couple of rounds. Build a sense of urgency to complete the task.</p> <p>Step 3: Announce Round 1: Blow the whistle. Ask the participants to stay inside any of the circles, as many as possible. No part of the body should touch the circumference of the circle.</p> <p>Step 4: Announce Round 2: Ask the participants to move around freely again. Quietly erase one circle. Blow the whistle again.</p> <p>Step 5: Keep repeating the rounds till only one big circle remains.</p>
Materials/Resources Required	<ul style="list-style-type: none"> • Large open space for participants to move around freely • Chalk pieces of different colours • Whistle
Debriefing Tips to the Trainer	<ul style="list-style-type: none"> • After each round, go around and ask a few questions (e.g., how do you feel about yourself? How do you think about your partners in the circle? Would you mind accommodating someone from another circle in your circle?) • Did all of you manage to stand in one circle? How? • What made you succeed? • What happened to those who could not be accommodated? What was the constraint? • What happened when one circle was erased? • What was the spirit in the group? • Highlight the importance of team-building and how each person in a team is essential.



ANNEXURE 5: ACTIVITIES

Activity for Session 2	
Session Title: SDGs in India	
Activity Title: Mapping SDGs in India	
Organizing the Task	<p>Step 1: Provide Post-it Notes to participants.</p> <p>Step 2: As the presentation proceeds, instruct the participants to make a note of the following:</p> <ul style="list-style-type: none">• Goal Number implemented in their respective State/UTs• Name of the State/UT• Highlight one scheme under that Goal from the participants' State/UT <p>Step 3: At the end of the PPT, the participant should be asked to walk through and paste the Post-it Notes against the wall's Goals.</p>
Materials/Resources Required	<ul style="list-style-type: none">• Pens• Post-it Notes• Flip Charts
Debriefing Tips to the Trainer	<ul style="list-style-type: none">• Place the sticky notes (20 slips) on each table and paste the flip charts with SDG Goals on the wall before beginning the presentation.



ANNEXURE 5: ACTIVITIES

Activity for Session 3	
Session Title: Implementing SDGs in India	
Activity Title: SDGs Project Canvas	
Organizing the Task	<p>Step 1: Divide the participants into clusters of 6-7 each.</p> <p>Step 2: Each group must be given marker pens and post-it notes and asked to brainstorm together for 30 minutes and generate some ideas (minimum five post-its) for each canvas section.</p> <p>Step 3: After 30 minutes, ask groups to stop brainstorming and move onto clustering the post-it notes in every section (according to the similarity in ideas) and prioritizing them based on the relevance of success and the sequence in which each idea appears in the timeline for implementation. Let the groups know that they have 15 minutes to translate the ideas generated during the brainstorming session into a straightforward narrative of how the project can be implemented successfully.</p> <p>Step 4: Another 15 minutes will collate the ideas and drop those that may not be critical. The strategy should help build the canvas, and a narrative set of points will develop.</p> <p>Step 5: At the end of this exercise, each group will need to present their SDG Project Canvas and the narrative in 10 minutes.</p>
Materials/Resources Required	<ul style="list-style-type: none">• Pens• Marker pens• Post-it Notes• SDGs Canvas (A3 - A2 Size)• Flip Chart
Debriefing Tips to the Trainer	<ul style="list-style-type: none">• The trainer should get the groups started and encourage them to keep generating ideas. This activity also allows the groups to ask any clarification questions. The trainer can also encourage the groups to use the flashcards to create more views if they cannot generate ideas.• The facilitator needs to manage the time in this session strictly.



ANNEXURE 5: ACTIVITIES

The SDG Project Canvas

Designed for:

Designed by:

Date:

Key Partners Who do we collaborate with?	Key Activities What activities are required to make this SDG implementation project a success?	Theory of change How will this project enable the implementation of SDGL) in the state?	Engaging Participation How will the project initiators ensure widespread participation in the project and the implementation of SDG(_)?	Impact Who are the direct and indirect beneficiaries? Why?
	Key Resources What human, financial and other resources are available and needed to make this project a success?		Key Policies What policies and support from the local government are necessary for the project to succeed?	
Costs Which human resources, infrastructure and material need to be financed, so that, the project can succeed?		Income/Revenue Streams What possible resources of funding are needed to implement the project successfully?		



ANNEXURE 5: ACTIVITIES

Activity for Session 7	
Session Title: Implementation of SDGs	
Activity Title: Root Cause Analysis (Discussion and Presentation)	
Organizing the Task	<p>Step 1: Divide the participants into 5-6 groups of 5 each and ask them to identify a problem.</p> <p><i>*Make sure that, the group declares the identified problem before starting the activity. This will avoid duplications.</i></p> <p>Step 2: Present the screen that will guide the participants to conduct Root Cause Analysis of the Problem.</p> <p>Step 3: 30 minutes of a brainstorming session where the groups will discuss, identify the root cause, and develop a strategy to overcome it.</p> <p>Step 4: At the end of this exercise, each group will present the narrative in 10 minutes.</p>
Materials/Resources Required	<ul style="list-style-type: none"> • Flip charts • Post-it Notes • Sketch pen/Markers • Pens
Debriefing Tips to the Trainer	<p>The trainer should get started and give them an example of RCA. This also allows the groups to clarify their doubts.</p> <p>The trainer should explain the following questions through PPT for this activity:</p> <ol style="list-style-type: none"> 1. How do we identify performance problems? 2. How do we diagnose the causes of those problems? 3. How do we translate those causes of problems into policy solutions?



ANNEXURE 5: ACTIVITIES

Activity for Session 8	
Session Title: Data for SDGs	
Activity Title: Group Activity	
Organizing the Task	<p>Step 1: Divide the participants into groups of 5 each and ask the groups to speak for 10 minutes each.</p> <p>Step 2: The teams will be given 20 minutes to discuss the three questions on the way forward to the 'Effective SDG Monitoring'.</p> <p>Step 3: The groups will discuss the questions among themselves and conclude their answers. Each group should choose their spokesperson, who will brief the collective response on behalf of their group.</p>
Materials/Resources Required	<ul style="list-style-type: none"> • Flip charts • Sketch pen/Markers • Pens
Debriefing Tips to the Trainer	<p>The trainer should display the following three questions of 'Effective SDG Monitoring':</p> <ol style="list-style-type: none"> i. Why are statistics so crucial for the SDGs' achievement, and why should resource partners and national governments invest in SDG data generation and use? ii. As per the revised NIF, we have 295 SDG indicators in India (whereas Global indicators are 232). Do you think these many indicators are necessary to monitor the progress of SDGs? <ul style="list-style-type: none"> • If Yes, do we have data for these indicators in India? Discuss the possible challenges and systematic solutions to collate the data. • If No, discuss how we can merge these indicators for better monitoring of SDGs. iii. New or alternative data sources and innovative statistical methods can complement traditional data sources to reduce the time and resources needed for data production and fill 'critical data gaps'. List out such creative ways for reliable data collection.



ANNEXURE 6:

GUIDANCE NOTES / NORMS / TIPS FOR PARTICIPATORY TRAINING / LEARNING

Phase	General Instructions
Preparation	<p>What is the situation?</p> <ul style="list-style-type: none"> • Gather information about the participants who will be involved. • Gain attention of the participants by discussing their roles in their respective State by asking questions, note-taking, observing etc. • Prioritize questions in order to adhere to the timeline. Ask the most pertinent questions initially. • Inform the participants about the objectives of the training program. • Stimulate recall of prior knowledge.
Starting	<p>Why am I here?</p> <ul style="list-style-type: none"> • Find from the participants the reason to attend the training program. • Align the opinion of the participants with their roles and responsibilities as indicated during the “preparation” phase. • Present the study material and provide guidance for learning.
During	<p>What am I supposed to do?</p> <ul style="list-style-type: none"> • Let the participants share their experiences in groups/individual through role play, feedback sharing, brainstorming etc. • Conduct quick quizzes to assess participant’s understanding of the sessions and elicit their performance. • Provide informative feedback. • Involve those who are not inclined to get involved from the beginning. • Audio record and capture photographs of group activities to ensure the retention of as much detail as possible, when relevant.
After	<p>What is the way forward?</p> <ul style="list-style-type: none"> • Thank the participants for their time and contributions during the program. • Analyze what program has thrown up including doubts and unclear issues. This can be used as a course correction. • Explain to them how the findings/learnings will be used in the future to enhance retention and knowledge transfer. • Discuss findings with the participants to enhance retention and knowledge transfer.



