

**Appendix to the main report on
Training of Trainers - Phase I
Orientation Course on Gender Responsive Governance
National Gender Center and UN Women
July 10- 15, 2017**

Appendix 1: Agenda

| Day 1 | 10 July, 2017 | |
|------------------|-----------------------------------------------------------------|----------------------------------------------|
| 9:30 - 10:00 am | Baseline Questionnaire | Ms. Sarojini Ganju Thakur & Ms. Suneeta Dhar |
| 10:00 - 11:00 am | Opening Session | |
| | Welcome | Ms. Aswathy S. |
| | Introduction to the Course | Ms. Sarojini G. Thakur |
| | Opening Remarks | Ms. Upma Chawdhry |
| | Introduction of participants | Ms. Suneeta Dhar |
| 11:00 - 11:30 am | Group Photograph & Tea Break | |
| 11:30 - 01:00 pm | Session - 1 | |
| | Understanding Gender & Gender Equality | Ms. Sarojini G. Thakur |
| 01:00 - 02:00 pm | Lunch | |
| 02:00 - 03:30 pm | Session - 2 | |
| | Realizing Gender Equality: Understanding Gender and Development | Ms. Sarojini G. Thakur & Ms. Suneeta Dhar |
| 03:30 - 04:00 pm | Tea Break | |

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 04:00 – 05:30 pm | Session – 3 Realizing Gender Equality: Understanding Gender and Development (Contd) Ms. Sarojini G. Thakur & Ms. Suneeta Dhar |
| Day 2 | 11 July, 2017 |
| 9:30 – 11:00 am | Session – 4 Women and Development in India: The Policy Framework Ms. Sarojini G. Thakur |
| 11:00- 11:30 am | Tea Break |
| 11:30 - 01:00 pm | Session – 5 Women’s Participation in Panchayati Raj: Gains and Gaps Moderator: Shri S. M. Vijayanand Speakers: i) Ms. Sarada Muraleedharan ii) Ms. Meenu Chaitry |
| 01:00 - 02:00 pm | Lunch |
| 02:00 – 03:30 pm | Session – 6 Organizing Women for Transformation Panel Discussion Moderator: Ms. Sarojini G. Thakur Speakers: i) Kudumbshree Experience – Shri S. M. Vijayanand ii) Pradan- Jagori Experience- Ms. Suneeta Dhar |
| 03:30 – 04:00 pm | Tea Break |
| 04:00 – 05:30 pm | Session – 7 Gender and Power Ms. Sarojini G. Thakur & Ms. Suneeta Dhar Sharing Guidelines for Development of an State Action Plan for Mainstreaming Gender in the State level Training Institution |

| Day 3 | 12 July, 2017 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:30 – 11:00 am | <p>Session – 8</p> <p>Revisiting Development: Gender Lens Panel Discussion</p> <p>Moderator: Ms. Sarojini G. Thakur Speakers: i) Disaster Prevention & Management- Dr. Ajinder Walia ii) Women’s Employment - Trends, Issues and Challenges- Ms. Jeemol Unni</p> |
| 11:00 - 11:30 am | Tea Break |
| 11:30 - 01:00 pm | <p>Session – 9</p> <p>Gender Analysis and Designing Gender Sensitive Interventions</p> <p style="text-align: right;">Ms. Sarojini G. Thakur</p> |
| 01:00 - 02:00 pm | Lunch |
| 02:00 – 03:30 pm | <p>Session – 10</p> <p>Good Practices on Gender Responsive Governance</p> <p style="text-align: right;">Moderator: Ms. Sarojini G. Thakur & Ms. Suneeta Dhar</p> <p style="text-align: center;">Panelists: 1 Representative from each state, NIRD</p> |
| 03:30 – 04:00 pm | Tea Break |
| 04:00 – 05:30 pm | <p>Session – 11</p> <p>Development of Action Plan for Mainstreaming Gender in Institution Group Work</p> |
| | <p>Exercise - Mainstreaming Gender Training in Institutions Ms. Sarojini G. Thakur</p> |

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 4 | 13 July, 2017 |
| 9:30 – 11:00 am | Session – 12 An Introduction to Gender Responsive Budgets Ms. Sarojini G Thakur |
| 11:00 - 11:30 am | Tea Break |
| 11:30 - 01:00 pm | Session – 13 Gender & Pedagogy Inclusion, Equality, Autonomy (Group work) Ms. Suneeta Dhar Ms. Sarojini G Thakur |
| 01:00 - 02:00 pm | Lunch |
| 02:00 – 03:30 pm | Session – 14 Gender and Pedagogy (Contd.) Ms. Sarojini G Thakur Ms. Suneeta Dhar |
| 03:30 – 04:00 pm | Tea Break |
| 04:00 – 05:30 pm | Session – 15 Working on State Action Plans Group Work |
| Day 5 | 14 July, 2017 |
| 9:15 – 9:30 am | Feedback on Mainstreaming Gender Training in Institutions Ms Sarojini G. Thakur |
| 9:30 – 11:00 am | Session – 16 Overview on Violence Against Women in India Moderator: Ms. Suneeta Dhar Speakers: i) Ms. Vrinda Grover ii) Ms. Deepa |
| 11:00 - 11:30 am | Tea Break |

| | |
|------------------|------------------------------------------------------------------------------------------------------------------------------|
| 11:30 - 01:00 pm | Session - 17 Sexual Harassment at Workplace: Challenges in Implementation Ms. Vrinda Grover Ms. Suneeta Dhar |
| 01:00 - 02:00 pm | Lunch |
| 02:00 - 03:30 pm | Session - 18 Presentations of State Action Plans State Groups |
| 03:30 - 04:00 pm | Tea Break |
| 04:00 - 05:30 pm | Session - 19 Contd.... State Groups |
| Day 6 | 15 July, 2017 |
| 9:15 - 10:00 am | Session - 20 Next Steps Ms. Sarojini G. Thakur & Ms. Suneeta Dhar |
| 10:00 - 10:30 am | Session - 21 Endline Questionnaire and feedback Ms. Sarojini G. Thakur & Ms. Suneeta Dhar |
| 10:30 - 11:30 am | Key Reflections and Key Issues Ms. Sarojini G. Thakur & Ms. Suneeta Dhar |
| 12:00 - 01:00 pm | Valedictory Session LBSNAA UN Women |
| 01:00 - 02:00 pm | Lunch |

Appendix 2 a: Baseline Questionnaire

In order to help the organisers to evaluate the course that you are attending in depth, we invite you to complete our questionnaires.

Your answers to all evaluation questionnaires are **anonymous**.

However, to link your responses to all questionnaires — while maintaining your anonymity — we ask you to create a code and report it on every questionnaire.

To create your personal confidential evaluation code, please write the following:

Whether male (M) or female (F) _____

The first letter of the village/town/city where you were born: _____

The first letter of your mother's first name: _____

The year that you started to work: _____

*For example, for a male participant born in **Bhopal**, the first letter of his mother's name **Chandra**, who started to work in **1983**, would have the code: **MB- C-83**.*

It is important that you write the **exact same** code on every questionnaire that you will answer to evaluate this course. To remember the code you just created, please write it on the first page of your binder.

The base line questionnaire will seek to establish current status of knowledge on various issues being addressed during the workshop.

For the questions below tick the right option - (T) stands for true, (F) stands for false

Section 1 – Gender and Gender Concepts

1. Gender varies with time and place (T) or (F)
2. Please read the following statements and identify whether they relate to sex (S), gender (G) or both (B).
 - Men have beards, women have babies (S) (G) or (B)
 - Women are better nurses and child carers, and men make better drivers and masons (S) (G) or (B)

- Men are chefs at hotel, but women cook at home - (S) (G) or (B)
- 3 (i) Gender equality is not about taking into account difference, disadvantage and diversity between men and women. (T) or (F)
 (ii) Gender equality includes equal treatment of women and men, (T) or(F)
 - 4 Gender mainstreaming
 - (i) Refers to equal rights, voice, opportunities and responsibilities for men and women in societies, at work and in the home. (T) or (F)
 - (ii) Refers to the consideration of gender equality concerns in all policy, programmes, administrative and financial activities, and in organizational procedures, thereby contributing to organizational transformation. (T) or (F)
 5. (i) A gender blind approach takes into account existing roles and responsibilities of men and women. (T) or (F)
 (ii) Gender specific schemes cater to the needs and interests of both men and women. (T) or (F)
 (iii) Addressing practical gender needs will alter the position of women vis-à-vis men. (T) or (F)
 6. Greater access to education for women will automatically lead to their empowerment . (T) or (F)

Section 2 – Gender analysis and Gender Responsive budgets

7. Gender responsive budgets are about
 - (i) A separate budget for women. (T) or (F)
 - (ii) Spending the same on women and men. (T) or (F)
 - (iii) A tool for ensuring gender equality. (T) or (F)
8. Gender responsive budgets do not take unpaid care work into account. (T) or (F)
9. If you are using the five step framework for conducting a gender aware policy appraisal, please indicate the order in which the following steps need to be undertaken (using 1-5, 1 being the first step)

| S N | Steps | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. | Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented. | |
| 2. | Assessment of the extent to which policies address the gendered situation. | |
| 3. | Analysis of the situation of women, men, girls and boys in a given sector. | |
| 4. | Assessment of the long-term outcomes or impact expenditures might have. | |
| 5. | Assessment as to whether budget allocations are adequate, in order to implement gender-responsive policies. | |

10. Can you name 3 tools that are commonly used for Gender Responsive Budgeting?

(i) _____

(ii) _____

(iii) _____

Section 3 – Gender and development in India

11. Bangladesh has a higher rank than India in Gender Inequality Index (T) or (F)

12. The female work force participation rate has increased visibly in India in the last decade. (T) or (F)

13. What is the labour force participation rate for women/men ... tick the right answer?

| | India | | China | |
|----|--------------|-----|--------------|-----|
| | Women | Men | Women | Men |
| a) | 27 | 52 | 35 | 59 |
| b) | 36 | 65 | 51 | 78 |
| c) | 48 | 79 | 64 | 89 |

14. Indicate the sex ratio at birth in 2015-2016 for the last five years.

| | India | Madhya Pradesh | Rajasthan |
|----|--------------|-----------------------|------------------|
| a) | 919 | 886 | 887 |
| b) | 946 | 927 | 924 |
| c) | 973 | 956 | 957 |

15. Based on recorded crimes against women, please rate the following crimes 1, 2 and 3, (1 being the highest) in 2016

- i) Cruelty by husband and relations
- iii) Rape
- iv) Assault on women with intent to outrage her modesty

Appendix 2 b: End-line Questionnaire

In order to help the organizers to evaluate the course that you are attending in depth, we invite you to complete our questionnaires.

Your answers to all evaluation questionnaires are **anonymous**. However, to link your responses to all questionnaires — while maintaining your anonymity — we ask you to create a code and report it on every questionnaire.

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4. Gender mainstreaming

(i) Refers to equal rights, voice, opportunities and responsibilities for men and women in societies, at work and in the home. (T) or (F)

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| | | |
|----|-------------------------------------------------------------------------------------------------------------|--|
| | gendered situation. | |
| 3. | Analysis of the situation of women, men, girls and boys in a given sector. | |
| 4. | Assessment of the long-term outcomes or impact expenditures might have. | |
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(i) _____

(ii) _____

(iii) _____

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|-------|--------------|-----|--------------|-----|
| | Women | Men | Women | Men |
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| a) 919 | | 886 | 887 |
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- iv) Assault on women with intent to outrage her modesty

Part B (For end line questionnaire)

To help us improve the quality of our training, we would appreciate your feedback!

Please indicate your response to the questions below by circling the appropriate number, with 1 = MOST NEGATIVE and 5 = MOST POSITIVE:

1. Was your interest held? 1 2 3 4 5

2. What were the most important aspects of your learning from the workshop?

3. Do you have a better understanding of:
 - a) Gender and gender inequality 1 2 3 4 5
 - b) Gender and development. generally 1 2 3 4 5
 - c) Gender responsive analysis, gender responsive budgets and tools 1 2 3 4 5
 - d) How mainstream gender in the trainings conducted by your center 1 2 3 4 5

4. Did the course have a good mix of methods (exercises, group work and lecturing) 1 2 3 4 5

5. What did you like most about the course?

6. Overall, how would you rate the course? 1 2 3 4 5

7. What would you recommend changing about the course?

Appendix 3: Gender Inequality Exercise

Following are reflections shared by participants:

| Household/ Families | Community | Market | State |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Birth of a girl child is unwelcomed | Women are disallowed from participating in cremation rituals of their parents | Organized sector has large number of men while unorganized sector attracts higher number of women | ECI data indicates; In 1962-16% women voted in the elections vis a vis 5% in 2014. Decline in women's political participation |
| Food & nutrition, health care, education, clothing, games are more accessible for boys than girls | During menstruation, women are barred from entering religious institutions | Heads of most government departments in Orissa such as Women and Child, Handicrafts, Finance, Transport, are men making it difficult for women to compete for positions of power | In Telangana, Kalyan Lakshmi and Shaadi Mubaraq schemes aid families with financial assistance for weddings, which result in dowry practices being continued |
| Unlike men, women need to consider factors such as mobility, transport, location, and timings etc before accepting a job | Women do not have equal rights in priesthood (temple, church, mosque) | Jobs such as teachers, nurses, receptionist (care related) are primarily for women while transportation, infrastructure, defense consist largely of men due to its technical requirements | Planning and designing of public infrastructure is gender blind |
| Women are denied their right to choice of partner | During panchayat/ gram sabha meetings, the women sarpanches are mostly accompanied either by her husbands or a male family member in her family | Women perform multiple chores at home, market and in farms, yet they are struggling to get ownership of property rights | Inheritance and Property Right laws was amended in 2005 benefitting women but the situation in reality is the opposite |

| | | | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--|
| | Single women (widows/deserted/divorced) suffer more sexual, physical and mental harassment in comparison to single men | The practice of using gender insensitive terminologies such as; men at work, man power, chairman, man days, must change | |
| | Women's performance at work gets hampered in the absence of gender sensitive facilities such as crèche, flexi-time, and company transport etc | Access and control: Though women have become financially independent but the male family member still control their finances | |

Appendix 4: Quiz on Gender and Governance

1. In UNDP Human Development Report 2016 what are the Human Development Index ranks

For the following countries:-

| | India | Bangladesh | United States |
|----|--------------|-------------------|----------------------|
| a) | 96 | 92 | 3 |
| b) | 117 | 123 | 10 |
| c) | 131 | 139 | 17 |

2. In UNDP HDR 2016 what are the Gender Inequality Index ranks of the following countries:-

| | United States | India | Bangladesh |
|----|----------------------|--------------|-------------------|
| a) | 18 | 114 | 119 |
| b) | 35 | 125 | 130 |
| c) | 43 | 139 | 142 |

3. What percentage of property worldwide is owned by women?

- a) 1%
- b) 5%
- c) 10%
- d) 25%

4. What percentage of the world's working hours is worked by women?

- a) 33%
- b) 50%
- c) 66%

5 i) Indicate the sex ratio at birth in 2015-2016 for the last five years.

| | India | Madhya Pradesh | Rajasthan |
|----|--------------|-----------------------|------------------|
| a) | 919 | 886 | 887 |
| b) | 946 | 927 | 924 |
| c) | 973 | 956 | 957 |

ii) And sex ratio at birth for 2005-2006

| | India | Madhya Pradesh | Rajasthan |
|----|--------------|-----------------------|------------------|
| a) | 914 | 917 | 847 |
| b) | 942 | 938 | 902 |
| c) | 976 | 960 | 943 |

6. The maternal mortality ratio 2015 (per 1, 00,000 live births) for the following are:

| | India | Finland | Iran |
|----|--------------|----------------|-------------|
| a) | 107 | 3 | 25 |
| b) | 174 | 11 | 58 |
| c) | 252 | 19 | 132 |

7. Indicate infant mortality rate in 2015-2016 for

| | India | Telangana | Orissa |
|----|--------------|------------------|---------------|
| a) | 33 | 28 | 40 |
| b) | 41 | 37 | 52 |
| c) | 69 | 56 | 70 |

8. Indicate the overall percentage of literacy among males and females in 15-49 age groups in 2015-2016

i) **India**

| | Male | Female |
|----|-------------|---------------|
| a) | 64 | 55 |
| b) | 75 | 68 |
| c) | 86 | 75 |

ii) In the following States

| | Andhra Pradesh | | Rajasthan | |
|----|-----------------------|---------------|------------------|---------------|
| | Male | Female | Male | Female |
| a) | 55 | 49 | 63 | 57 |
| b) | 64 | 63 | 74 | 69 |
| c) | 79 | 75 | 85 | 74 |

9 Indicate the population % with at least secondary education (above 25 yrs) (2016)

i) India

| | Female | Males |
|----|---------------|--------------|
| a) | 19 | 29 |
| b) | 27 | 44 |
| c) | 34 | 61 |

ii) Sri Lanka

Japan

| | Females | Males | Females | Males |
|----|----------------|--------------|----------------|--------------|
| a) | 54 | 65 | 62 | 68 |
| b) | 68 | 80 | 78 | 84 |
| c) | 80 | 89 | 93 | 91 |

10. In the age group of 15-49 for 2015-2016 what is the percentage of anemic women/men

| | Women | Men |
|----|--------------|------------|
| a) | 31 | 23 |
| b) | 41% | 32 |
| c) | 53% | 43 |

11. What is the percentage of female headed households in India (2011)?

| | |
|----|----|
| a) | 5 |
| b) | 11 |
| c) | 23 |

12. What is labour force participation rate across all age group in rural sector (2016)?

| | Men | Women |
|----|------------|--------------|
| a) | 49 | 27 |
| b) | 65 | 32 |
| c) | 79 | 40 |

13. What is the all India average daily wage rates for agricultural operations (2016)?

| Rural | Men |
|--------------|------------|
| Women | |

- | | | |
|----|-----|-----|
| a) | 87 | 105 |
| b) | 193 | 250 |
| c) | 262 | 295 |

14. Match the crimes against percentage of reported crimes on violence against women (2015)

- | | % |
|-------------------------------------|---------|
| a) Cruelty by Husband and Relation | a) 2.3 |
| b) Sexual assault (outrage modesty) | b) 18.1 |
| c) Kidnapping and abduction | c) 25.2 |
| d) Rape | d) 10.6 |
| e) Dowry Deaths | e) 34.6 |

15. (i) Out of 543 seats in Lok Sabha, what is the number of seats held by women?

- a) 62
- b) 78
- c) 92

(ii) Out of 30 Supreme Court Judges how many are women?

- a) 1
- b) 4
- c) 8

Appendix 5: Good Practices on Gender Responsive Governance

Learning Objectives

- Peer learning
- To exchange and share good practices/ experiences from the states/NIRD on gender responsive governance. This could include a development intervention but also practices around individual /institutional roles in mainstreaming gender

Content and Methodology

As part of State teams, the participants will collectively choose one initiative which they would like to show case from which they feel other states could also learn. This could be a state level scheme or the mode of implementation of a national programme.

They will choose one person to make the presentation, but will all contribute to the planning and inputs

Each presentation should be 7-10 minutes and should cover the following:

- 1) Why has the group chosen this initiative?
- 2) What is the policy approach, what are the components of the intervention and duration? What is the problem it is seeking to address?
- 3) What is the nature of resource commitment (social, financial, information and coverage)?
- 4) What difference has it made in the lives of men and women?
- 5) What is the nature of monitoring and evaluation?
- 6) Is it replicable?

Appendix 6: Planning next steps - Buzz Group Exercise

| Sr. No | Name of the Institution | 2-3 Outcomes/ Milestones/ Outputs | Timeline | Support Needed |
|--------|-------------------------|-----------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | SIRD- Andhra Pradesh | 1) Establish a focal point in three ETCs - crèches and ICCs | August | 1) success stories + videos 2) NIRD - CGSD |
| | | 2) Preparation of IEC material, posters and success stories | August | |
| | | 3) 20 faculty in ETC and five staff -three-day orientation on gender | September | |
| | | 4) 90 persons DPRCs training - three days and three batches | September | |
| | | 5) 130 empanelled resource persons training for 3 days in 4 batches | October | |
| 2 | SIRD Odisha | 1) Relook into GPDP module- each session will have gender need | | 1) Support from states at TOT-GF work done- panelist in the convention 2) National level resource person 3) Technical support on relooking GPDP module |
| | | 2) 4 training programmes- 30 resources persons-4 batches | October | |
| | | 3) Establish ICC in SIRD | October/ November | |
| | | 4) National convention on GFP | October | |
| | | 5) Training of faculty+ senior officers-depends on approval of the director | | |

| | | | | |
|--|--|-------------------------------------------------------|---------|--|
| | | 6) Women leadership + GPDP + posters + training films | October | |
|--|--|-------------------------------------------------------|---------|--|

| | | | | |
|---|-------------------|-------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------|
| 3 | SIRD Karnataka | 1) Training- relooking at modules- pedagogy - design it through gender lens- add impact studies to the trainings | | 1) HoD + ministry - state and central 2) experts to design programme |
| | | 2) Training for in-house faculty | | |
| | | 3) Give trainings to GP level resource people on gender | | |
| | | 4) ZP and district EWRs- modules to be developed | | |
| | | 5) Trainings for women Presidents | | |
| | | 6) Special training for SC/ST women | | |
| 4 | SIRD Telangana | 1) One day and half a day module on gender for SIRD + ETC - 25 faculty, 15 DDMS+ 20 ETC- 2 batches - 30 per batch | 31st August | 1) NGC to write to state government asking for issuing of circular |
| | | 2) Orientation to all center heads-8 and faculty- on GM on trainings | September | 2) Supporting material for developing resources |
| | | 3) All staff members of SIRD -ETC on SHA | October | 3) Financial support |

| | | | | |
|---|---------------|---------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------|
| 5 | ATI Rajasthan | 1) Two-day module-orientation | July | 1) Resource person to look at the module 2) Additional material 3) Seek support from organisations such as Vishaka |
| | | 2) review ATC/ATI plan | | |
| | | 3) Evaluations- from gender lens on sectorial work-livelihood | October | |
| | | 4) Strengthen gender studies -advocacy with DG | July onwards | |
| | | 5) One training programme for CSOs- UNICEF project staff -on gender | August | |
| 6 | ATI AP | 1) HRD staff training | August | 1) ETC faculty 2) Telugu material 3) Resource persons 4) Establishment of gender-technical support from UNW |
| | | 2) Two ToTs for DTCs- APHRDI for 40 people | August | |
| | | 3) Regional centers- ETC- 40 people | | |
| | | 4) Module development on gender -one day /two day programme | | |
| | | 5) Design 13 DTC programmes | October | |
| | | 6) AWWs- display posters and videos- on gender | October onwards | |
| 7 | ATI Telangana | 1) Revise 2 gender modules | October | 1) 3 programmes on gender issues- resource people |

| | | | | |
|--|--|-----------------------------------------------------------|---------|--------------------------------------|
| | | 2) orient 25 faculty members on gender-approval of the DG | October | for trainings 2) Reading material |
|--|--|-----------------------------------------------------------|---------|--------------------------------------|

| | | | | |
|---|-----------|--------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------|
| 8 | NIRD & PR | 1) One day workshop-identifying issues on gender issues- half day on research topics- how to translate research findings | | 1) Resource /technical support |
| | | 2) Gender orientation for new staff | | |
| | | 3) 2017-18 training programmes- try to introduce one session on gender issues | | |
| 9 | LBSNAA | 1) Training of all faculty on gender - importance of GM needs to be taken up | July and August | 1) NGC 2) Trainers/ experts 3) Trained faculty 4) VANI |
| | | 2) Gender sensitization of staff and organisation members | July/August | |
| | | 3) FC and phase one has Gender module- GM is the issue- male resource person taking up the first training | | |
| | | 4) Phase 2, 3 and 4 modules- develop module / deepening content on gender | | |

Appendix 7: End-line Findings

To help in improving the quality of the training, the Endline questionnaire had one more section which were filled in by the 23 participants of the Training of Trainers. 21 of the 22 gave 5 on 5 on the first question which asked about their interest through the training. The other two participants gave 4 on 5 to the same question.

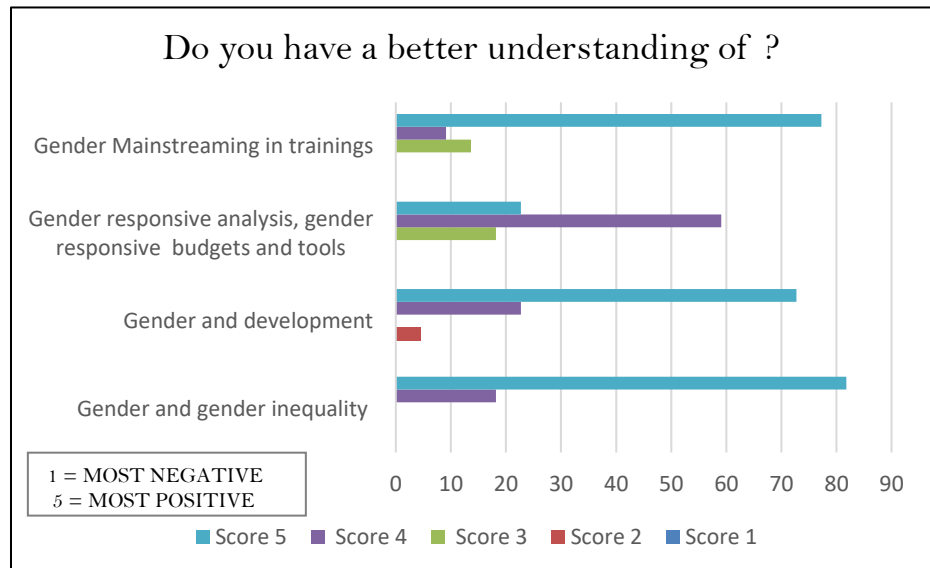
| Was your interest held? | Score 5 | Score 4 | Score 3 | Score 2 | Score 1 |
|-------------------------|---------|---------|---------|---------|---------|
| | 90.90% | 9.09% | 0 | 0 | 0 |

Gave an opportunity to relook the existing training programs of my SIRD and it sensitized me to carry forward the "gender yatra" from LBSNAA, Mussoorie to Telangana.

- A participant

The second question which asked them on the most important aspects of their learning from the workshop, the participants mentioned: gender concepts; the importance of undertaking such trainings; gender mainstreaming; legal aspects and the policies on gender; gender responsive budgeting; information on sexual harassment; using gender lens while conducting training programmes and in looking at policies; training pedagogy; looking at gender mainstreaming in different sectors; and the most important of all was, self-sensitised on gender issues.

Question three asked the participants to rate between 1-5 (1 being most negative and 5 being most positive) on how the training has/has not improved their understanding of the various topics covered over five days.



- On gender and gender equality: Eighteen participants gave a score of 5 and 4 participants gave 4.

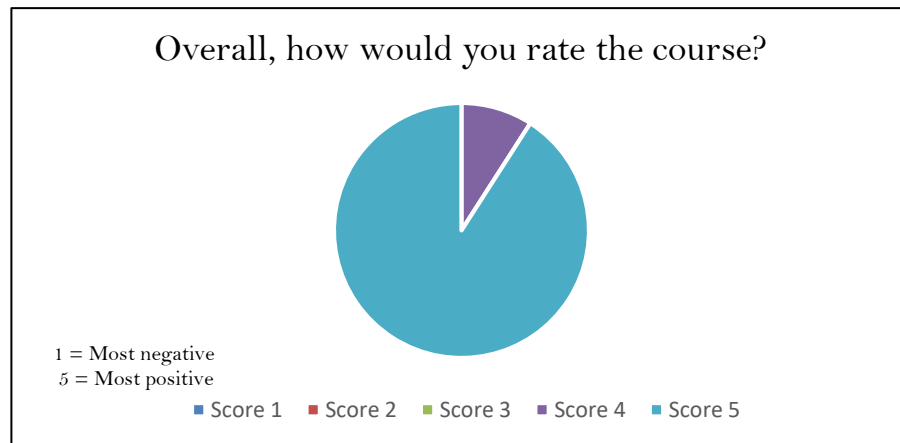
- On gender and development: 1 participant gave 2 and most others gave 4 or 5.
- On gender-responsive analysis, gender responsive budgets and tools: Four participants gave a score of 3 and most others gave 4 or 5.
- On gender mainstreaming in the trainings conducted by their centre: Two participants gave a score of 3 and most others gave 4 or 5

Question four, which asked the participants to rate the course on good mix of methods (exercises, group work and lecturing), all the participants gave a score of 5.

With regard to, what the participants liked the

| Did the course have a good mix of methods (exercises, group work and lecturing)? | Score 5 | Score 4 | Score 3 | Score 2 | Score 1 |
|----------------------------------------------------------------------------------|---------|---------|---------|---------|---------|
| | 95.45 % | 4.55 % | 0 | 0 | 0 |

most of this course (question 5), the responses were: the methods used to impart the training using case studies, lectures by subject experts, group work and exercises; the trainers and the training facilitation; session by Ms. Vrinda Grover; session on Gender and Power, GRB; enthusiastic participants; and developing of the action plans.



Rating the overall course, 20 of the 22 participants gave the most positive (5) and the two of the participants rated it 4 on 5.

On the recommendations for improving the future trainings, the participants listed out: the need for showing more clips/videos/documentaries; case studies; the need for detailed

introduction or ice breaking session; bringing in games as part of the training methodology; post session discussion audio and video aids; some state specific course material; participants with varied background from different states and positions; visit to a beacon panchayat/ institution where GRB is undertaken; too many inputs with time constrain and sessions being loaded with a lot of information; having the training for 5 days; and providing training for CSOs working on governance issues.

List of day wise handouts and presentations provided to participants:

Day 1:

Handouts

1. Baseline questionnaire
2. Gender Inequalities Exercise
3. Gender Statistics
4. Good Practices on Gender Governance
5. Key Concepts of Gender
6. Nagavalli's Story-Case Study
7. Policy Approaches
8. Quiz
9. Rice MWEA Case Study

Presentations:

- 1) Introductory Session- Why this TOT
- 2) Session 1-Understanding gender and gender concepts
- 3) Session 2 & 3- Realizing Gender equality

Day 2:

Handouts:

- 1) Guidelines for Developing a State Action Plan
- 2) Power Sculpting Exercise

Presentations:

- 1) Session 4- Policy Framework- Women & Development
- 2) Session 5- Gains and gaps-PRIs
- 3) Session 6- Vijayanand- Kudumbashree
- 4) Session 6- Jagori-Pradan-Case Study

Day 3:

Handouts:

- 1) Moser Handout
- 2) Harvard Exercises- Oxfam Gender Training Manual
- 3) Naila Kabeer handout
- 4) Gender Concepts in the Context of Disaster & Conflicts
- 5) Force-field analysis Exercise

Presentations:

- 1) Session 8-Plan International (Ajinder Walia)
- 2) Session 8- Women Work and Empowerment (Jeemol Unni)
- 3) Session 9- Analyzing and Designing Interventions

Group Presentations on Session 10-Good Practices on Gender Responsive Governance:

- 1) Andhra Pradesh Presentation – Adolescent Girls Awareness Programme
- 2) Orissa Presentation – Creating a culture of Participative Governance and Inclusive Development through Gram Sabha Sashaktikaran Karjyakrama (GSSK) in Panchayati Raj and Drinking Water Department
- 3) Rajasthan Presentation – Ladylink Worker Initiative
- 4) Telanagana Presentation – Education Programme ‘Towards World of Equals’

Day 4:

Handouts:

- 1) Checklists- Gender Budgeting Handbook
- 2) Gender and Pedagogy- Group work

Presentations:

- 1) Session 12- Introduction to Gender Responsive Budgets
- 2) Session 13 & 14- Gender & Pedagogy

Group Presentations:

- 1) Ending Sexual Harassment
- 2) Training for Resource Persons
- 3) Training on Leadership Development

Day 5:

Handouts:

- 1) Exercise-Myths-facts on SH-1

Presentations:

- 1) Mainstreaming Gender in Training institutions

Group Presentations:

- 1) Andhra Pradesh- HRDI
- 2) Andhra Pradesh - SIRD
- 3) Karnataka- SIRD & PRI
- 4) LBSNAA Faculty
- 5) Telangana- NIRD & PR
- 6) Orissa- SIRD & PR
- 7) Rajasthan- Aravali
- 8) Telangana –SIRD
- 9) Telangana- HRDIT

Day 6:

Handouts:

- 1) End-line questionnaire
- 2) Evaluation Form