

Capacity Assessment of State Training Institutions for Gender Responsive Governance

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ACRONYMS

ACRs:	Annual Confidential Reports
APARD:	Andhra Pradesh for Rural Development
ATIs:	Administrative Training Institutions
CEDAW:	Convention for the Elimination of All Forms of Discrimination against Women
CPs:	Chairpersons
CSOs:	Civil Society Organizations
DoPT:	Department of Personnel & Training
DTS:	Direct Trainer's Skills
DV Act:	Domestic Violence Act
EPW:	Economic & Political Weekly
ETCs:	Extension Training Centres
EWRs:	Elected Women Representatives
FGDs:	Focus Group Discussions
GPDPs:	Gram Panchayat Development Plans
GPs:	Gram Panchayats
GPTP:	Gender Planning Training Project
GRG:	Gender Responsive Governance
GVS:	Gram Vikas Sabha
HRI:	Human Resource Institute
IAS:	Indian Administrative Service
IEC:	Information, Education and Communication
IGPR:	Indira Gandhi Panchayati Raj
IT:	Information Technology
LBSNAA:	Lal Bahadur Shastri National Academy of Administration
MCR HDRI:	DR. MC Reddy Human Resource Development Institute
MGNREGs:	Mahatma Gandhi National Rural Employment Guarantee Scheme
MoRD:	Ministry of Rural Development
MP:	Madhya Pradesh
MWCD:	Ministry of Women Child & Development
MYKaps:	Myrada Kaveri Pradeshika Sansthe
NCBF:	National Capacity Building Framework
NCW:	National Commission for Women

NGOs:	Non Government Organizations
NIRD&PR:	National Institute of Rural Development & Panchayati Raj
NRHM:	National Rural Health Mission
PR/ WD:	Panchayati Raj/ Women's Development
PRIs:	Panchayati Raj Institutions
RGPSA:	Rajiv Gandhi Panchayat Sashaktikaran Abhiyan
RIPA:	Rajasthan Institute of Public Administration
SATCOM:	Satellite Communication
SDGs:	Sustainable Development Goals
SERP:	Society for the Elimination of Rural Poverty
SH Act:	Sexual Harassment Act
SHGs:	Self Help Groups
SIRD&PR:	State Institutions of Rural Development & Panchayati Raj
SLM:	State Livelihood Missions
SSA:	Sarv Shiksha Abhiyan
TISS:	Tata Institute of Social Sciences
ToTs:	Training of Trainers
TSIPARD:	Telangana State Institute for Panchayats and Rural Development
U.K:	United Kingdom
UN:	United Nations
UNDP:	United Nation Development Programme
UNICEF:	United Nations Children's Fund
ZP:	Zila Parishad

Capacity Assessment of State Governing Institutions for Gender Responsive Governance

1 Introduction

Background

This Capacity Assessment of State Level Training Institutions for Gender Responsive Governance is part of a larger project of UN Women and the Government of Norway called 'From Opportunities to Capacities: A Multi-Sectoral Approach to Enhancing Gender Responsive Governance'. The focus of this three year programme which started in June 2015 is on strengthening the capacities of governance institutions to better leverage opportunities created for Gender Equality and Women's Empowerment through legislation, policies and programmes. One of the primary strategies for this programme is to strengthen capacities of national and sub-national governments for gender responsive design and implementation of key schemes and policies, in order to establish a body of evidence to further inform up scaling measures.

This programme assumes greater significance in the light of the recommendations of the 14th Finance Commission for devolution of funds to Gram Panchayats and Municipal Bodies. The Gram Panchayat Development Plans (GPDs) which are being developed and involve the community in participatory planning exercises provide a critical entry point and window of opportunity for elected representatives in local governments to transform and implement policies, programmes and resource allocations for gender equitable outcomes.

The programme is being implemented in partnership with the Ministry of Panchayati Raj across six states, namely Andhra Pradesh, Telangana, Karnataka, Madhya Pradesh, Rajasthan and Odisha. This builds on the Phase I of the programme which focused on building capacities for increased participation of elected women representatives at the grass roots level. The evaluation of this phase of the project clearly stated that rather intervene directly at the field level the learnings of Phase I should be used to inform more policy work and that the focus should be to impact on policies. (*ICRW-UN WOMEN, 2014*)

It is in the above context that key training institutions for local governance and rural development (such as the National Institute for Rural Development & Panchayati Raj, State Institutes for Rural Development & Panchayati Raj and Administrative Training Institutes), have been identified as principal stakeholders in the process of mainstreaming gender in the existing training architecture.

The programme will support the development of capacities at two levels:

- Institutional level (i.e. training institutions for local governance and rural development such as NIRD&PR and SIRD&PR/ATIs.)
- Individual level (i.e. of staff/faculty members of NIRD&PR /SIRD&PR/ATIs as well as relevant Panchayati Raj & Rural Development officials).

The purpose of the capacity assessment is to "provide critical information for planning a larger capacity development strategy on gender responsive governance at the national and sub-national level and also act as a baseline against which future capacity development efforts, including training for gender equality, can be measured." The detailed Terms of Reference defining the scope of the exercise for the capacity assessment which covered ATIs/ SIRDs in the six states and NIRD are at **Annex 1**.

2 Methodology

For the purpose of this exercise, capacity assessment is being defined as a means of assessing the understanding, knowledge and skills that a given organization and individuals have for training on gender equality and the empowerment of women, against an evaluation of the organization's gender architecture and gender policy.

More often than not, capacity building is understood in terms of the ability of performing an appropriate task (for example, training in IT) in a more efficient manner. However, capacity building for gender equality goes beyond that ... it is about increasing knowledge, skills, understanding and developing the attitudes that would bring about the desired transformation in gender relations, economic and political structures to achieve that goal. As gender is a cross cutting issue it implies mainstreaming in all policies, plans and programmes.

The evaluated questions identified for the capacity assessment of the ATIs, SIRDs and NIRD are listed below:

- To what extent is there an enabling environment for gender training?
- What is the rationale for gender training?
- What is the nature of gender training?
- Who are the gender trainers?
- Whose gender training?
- Impact and sustainability
- What next / follow up/ recommendations?

The stakeholders identified for the exercise comprised

- Institutions.
- Individual gender trainers.
- Faculty of the institutions.
- Trainees or participants of courses.
- External resource persons/ organizations involved with gender training at these institutions.
- Other organizations involved with gender training.
- User departments - Women and Child Department/ Panchayati Raj.

Given the limited time of the exercise it was not possible to deal with all the stakeholders comprehensively but an effort was made to obtain some responses to cover different categories of stakeholders.

The process adopted for the capacity assessment is outlined below:

Questionnaires

Institutions

A questionnaire was designed for the ATIs/ SIRDs, which had two Parts 'A' and 'B'. (**Annex 2**) Part 'A' focussed on the institutional capacity and made an assessment of the extent to which

- the institution is positioned to influence policy makers and programme implementers for gender equality and women's empowerment;
- gender mainstreaming is integrated into the mandate, policy and vision of the institute, as well as how this translates in terms of resource allocation in its day to day functioning;

- and also assessed the functional and technical capacities within the institution so that this is translated in training programmes;
- the number and nature of training programmes that are conducted;
- and the nature of monitoring and evaluation of the impact of the training programmes;

Part 'B' focused on individual capacities of staff members for gender training i.e. the knowledge, skills and attitudes that each person has regarding gender equality and the empowerment of women and the integration of these in their work including design and delivery of training.

The questionnaires were sent to the various institutions by Lal Bahadur Shastri National Academy of Administration (LBSNAA) and responses were received from all SIRDs and ATIs, except for Rajasthan Institute of Public Administration.

Ex-participants

It was felt important to obtain some feedback from ex participants about the nature of gender inputs/training at the various institutions. While institutions were requested to try and organise some interaction with ex participants these did not materialize as there were issues related to the DA/ TA for attendance of the meetings.

Separately, an on line survey to obtain feedback was designed and sent to institutions through LBSNAA to send to their ex participants of gender training programmes. While institutions have not reported the specific numbers that they sent the questionnaires to despite repeated requests, we have obtained 35 valid responses predominantly from Andhra Pradesh and Telangana. Copy of the online questionnaire is at **Annex 3**.

This questionnaire necessarily had the limitation that it could only go to trainees who used the internet, (which effectively reduced the number of public representatives at local level) and also could understand the form as it was in English.

The responses received and have been analysed and the report is at **Annex 4**.

Field Visit

The questionnaires were followed by field visits to the 6 project States. In these States the principal focus of the visit was the State ATIs/ SIRDs, where meetings/FGDs were held with the Head of the Institute, the faculty responsible for gender training and a cross section of other faculty members. During the course of the visit training modules, reports, programmes for training programmes, lists of participants were also examined and copies of some of them obtained. The purpose of these meetings was to make an assessment of commitment and capacity to impart gender training and extent of gender mainstreaming.

Separately, meetings were held with other stakeholders - the Secretaries of User Departments, Women and Child development and Panchayati Raj, State Resource Centres for Women and CSOs involved with PR training.

Expert Group Meeting

An Expert Group Meeting, at which some of the preliminary findings and recommendations of the assessment were presented, was held in Mussoorie on November, 2016 chaired by the Director, LBSNAA. It was attended by representatives from the Ministries of Women

and Child Development, Panchayati Raj, Government of India, the Deputy Head of UN Women and Ms. Suneeta Dhar, as CSO representative.

Building on the presentation there was further discussion on how to define the next phase of the project for capacity building of the State Institutions. This included process issues such as building ownership in the institutions and the importance of appropriate selection of candidates to the possible design and content of the Training for Trainers. These are detailed in the last Section on The Way Forward.

Validation Meeting

Lastly, a validation conference was held in New Delhi on 2 February, 2017. It was chaired by the Director, LBSNAA Ms. Upma Chawdhry and attended by Secretary, Panchayati Raj, Joint Secretary, DoPT and other representatives of key ministries, Director NIRD, and Heads or Representatives of various State Level Institutions. They endorsed the findings and recommendations of the report.

3 Gender Responsive Governance – the Enabling Environment

For purpose of this paper we propose to use the Un Women definition of gender responsive governance -

"A process that embodies measures, attitudes and practices of different stakeholders, both men and women, at different levels of governance, with a clear purpose of impacting issues that foster women's empowerment and promote gender equality and social justice. It is a process that promotes and sustains the ability of women to fully participate in the governance and development process, enhances their ability to raise critical questions about inequity and collectivise without fear and pressure and ensures gains from the services."

(UN WOMEN 2015)

As a first step towards undertaking the capacity assessment of State level institutions, it is necessary to understand in a broader context the nature of overall commitment to gender equality and women's empowerment and to gender responsive governance at the national/ state level. At the national level, the *National Policy for Empowerment of Women (2001)* and the Draft National Policy for Women is based on a rights based approach, outlining certain priority areas which include health and education, women as workers, violence against women, environment and climate change for women strongly articulate the importance of gender and governance, and the need for representation, participation and decision making of women at all levels of governance – legislation, judiciary and executive; as well as in the civil services. The draft policy also calls for strengthening of gender budgeting processes and allocation of resources for the purpose.

As a means toward this end it specifically mentions a mandate to:

"Strengthen the Administrative Training Institutes (ATIs) to systematically train the Civil Servants on gender issues to effectively and efficiently respond to the gender based challenges created by the rapid economic growth, devolution of funds, enhanced transparency though the right to and the Karnataka information, globalisation, climate change and extremism and so on."

It also clearly state that the "Quality of women's representation will be improved through greater capacity building on aspects of women's decision making and rights and legislations" (*Draft National Policy for Women, 2016 p.11 and 12*)

These issues are also covered in many of the States Policies such as the *Odisha State Policy for Girls and Women (2014)* and the *Karnataka State Policy for the Empowerment of Women (draft, 2014)*. Together they create an environment for gender mainstreaming and gender budgeting and clearly spell out the need for ensuring women's participation in all decision making bodies and need to focus on elected women representatives at all levels upto Panchayat.

At the National/State levels there are many programmatic interventions of girls' access to health and education, SSA, NRHM; programmes for livelihoods and social protection such as MGNREGs, National Livelihoods Mission etc all of which have a strong gender component.

Of the six project States Madhya Pradesh, Rajasthan and Karnataka, are committed to gender budgeting and produce a gender budget statement as part of its budget and have established mechanisms such as gender focal points/ cells within the departments/ Ministries.

The broad framework for National Training Policy 2012 has clearly articulated the importance of training at all levels of government to ensure that the Civil Service is responsive to the needs of its citizens. It is focussed on the individual as key to human resource development, and moved to a competency framework covering knowledge, skills and behaviours and also professional or specialized skills. Each Ministry is to have a Training Plan which will meet the gaps. The Policy emphasizes the role of Ministries in developing a systematic approach to training, the importance of government training institutions and the need for Ministry's to spend about 2.5% of their salary budget on training and capacity building of officials.

Further, it is important because it also recommends that the State Governments designate the State Administrative Training Institutes as Apex Training Institutions of the State and empower them to play a lead role in co-ordinating training across sectors and departments. It recognizes that ATIs need to be strengthened with adequate funds, infrastructure, manpower and decision making powers.

The Training Division continues to have an extremely important role in supporting the development of Training Capacity in the States. It needs to be provided with adequate funds for supporting need based training schemes as may be proposed by the States (para 11.8). Every year the Training Division supports a Trainees Development programme in which the trainers/faculty from the ATIs and some other training institutions undergo a course which has two components – Direct Trainers Skills and Design of Training. It also supports State Training Activities through a plan where proposals are received from State Training Institutes for conduct of programme on some specific knowledge related issues such as Computer Awareness and IT, Decentralized Planning Change Management, Ethics, Disaster Management and Gender issues.

In this context, there is also an ongoing initiative **UNDP Strengthening Human Resource Management** which is revisiting the nature of Trainers Development and delivery of training. It is developing new training modules with a different pedagogy and focussing on e-modules too. It is also working on certification of 25 trainers each on four principal themes principally - Leadership, Ethics, Gender and for each theme an institution has been selected to develop the training module ... subsequently these trainers would be available to the ATIs to conduct courses.

Various state training policies, such as that of Karnataka (*Karnataka State Training Policy 2010*), Rajasthan State Training Policy the Telangana clearly recognize their respective State Administrative Training Institution as the nodal training agency of the state, the training consultant for government and also its coordinating role across State Training Institutions. The Telangana State Employees Training Policy clearly stipulates that every department should set aside 2% of salary expenditure for training. It also suggests a process of certification for the potential resource persons, a certification which has validity for a period of two years.

Many of the ATIs actually have centres which are registered as Societies, such as the Centre for Governance in Rajasthan.

4 Administrative Training Institutions (ATIs)

At the outset it needs to be mentioned that all ATIs, apart from Rajasthan, responded to the questionnaire that was sent out to assess institutional and individual capacity. All the ATIs were visited during which it was possible to have detailed interaction with the Heads of Institutions and faculty, assess the infrastructure and also examine the kind of training resources that were available. A complete list of all those that were met and with whom discussions took place are at **Annex 5**.

In the previous chapter a clear picture emerged that at policy level the Administrative Institutions are recognized as the premier training institutions in the state. In practice, however, the ATIs, their condition, quality and level of activity are only a reflection of the importance attached to training institution and the training of officials in overall terms. Needless to say this varies from state to state, but the nature and quantum of resources allocated and available are a reflection of this priority. In many of the states the ATIs were viewed as a "dumping ground", "parking slot or punishment posting", and those who filled the teaching/ administrative posts on deputation from various departments were often biding their time. Heads of institutions in such cases had short tenures or additional charges. The very frequent change of leadership at the top is a reflection of the lack of seriousness, stability and importance attached to training generally. In one institution in six years there were eight changes at the level of Director.

However, some states have the tradition of the Head of Institution being considered a prestigious prize posting, and the institutions had multiple roles and worked closely with government.

4.1 Mandate/ Approach of ATIs to Training

Capacity building for gender and governance at the ATIs has to be assessed, in the first instance, by understanding the overall framework for training in practice. Indicators for this would include the kind of resources that are available generally for training-infrastructure, human, financial and knowledge resources. Then at the second level one would assess how within this framework capacity building for gender and governance fits. This too has to be viewed through two lenses – first, what is the extent of gender specific courses, and secondly the extent to which gender has been mainstreamed into the institution both at the teaching level but also in terms of the organisational culture.

The mandate of most ATIs is focussed on induction training for all State level Class 1 and Class 2 officials, foundation and professional courses for State Civil Service Officers and also the conduct/ supervision of state district training of IAS officers. They respond to requests of various state departments to conduct training and also develop Trainers through TRP, funded by Government of India. In addition they conduct thematic training on various subjects which may be funded by the State or through DoPT, Training Division which has a scheme for support to State Training Activities. The latter includes training on Computer Awareness and Literacy, Decentralized Planning, Ethics, Change Management, Disaster Management, Gender Issues, Right to Information etc. Many of the ATIs have set up Centres for various subjects such as Disaster Management, Child Rights which are funded externally or are organised as Societies such as Centre for Management Studies. The Ministry of women and Child Development has also been supporting programmes on Gender Budgeting in the State ATIs.

In the six project States, typically, the foundation State level courses and programmes which the State has initiated are funded from state Resources. Thematic courses are principally supported by DoPT / MWCD/ DD etc.

4.2 What is the Nature of Gender Training

4.2.1 Vision

While the nature and extent of existing gender training is discussed below, it needs to be clarified at the outset that none of the Institutions in the project states had a long term vision or strategy linked to outcomes for capacity building in gender. In one or two states there was a campaign like approach attached to a particular issue for limited period of time but the approach was not sustained.

4.2.2 Number and Nature of Capacity Building Programmes on Gender

In the overall schema of the ATI, gender **specific courses** constitute a small proportion of the total number of courses or activities organised by the institute. There are three primary sources of funding these courses viz. the Department of Personnel and Training (DoPT), Government of India; the Ministry of Women and Child Development (MWCD), Government of India and state resources. To a large extent 'gender' training is dependent on these external resources, and on the whole state resources tend to be sparsely allocated to this. Broadly speaking, the courses for the most part tend to focus on gender sensitization, various aspects of violence against women and gender responsive budgeting.

An illustration of the spread and number of courses in one institute can be gleaned from the training calendars of institutes. In Karnataka ATI in the year 2014- 2015 10 gender specific courses were held. They were mostly on various aspects of violence against women and gender budgeting. 8 out of 10 were funded by DoPT. Only two of these were funded by the State and they were on Sexual Harassment at the Workplace. This was against a project target of 15 courses out of 265. In the 2016-2017 calendar the projection has been reduced to 6 courses out of a proposed 578 courses. Even in MGHDR I Telangana which is one of the better resourced institutions in the last three years there were only 5 courses and these focussed on general subjects like gender mainstreaming, gender issues and empowerment of women. There were two workshops funded by MWCD on gender responsive budgeting. MP Institute had 8 courses in three years out of 505 sponsored by State Government. At RIPA the commitment of state resources to courses was higher - in 2015-2016, there were 6 RIPA courses and 1(one) funded by DoPT –on subjects such as Violence against Women, Sexual Harassment at work place and Gender Issues.

In most of these institutions these "sponsored" trainings by DoPT/ MWCD were sporadic and there was no long term commitment. The courses, in most cases, are not specifically related to existing job profiles or anticipated outcomes. These courses are more about gender sensitization and raising gender awareness with reference to several issues. Participants are drawn from a wide variety of departments, so the training is not linked to the functionality of individual staff. The number of staff trained in these face to face programmes are insignificantly low and while it possibly contributes to personal gender awareness the impact on ways or working would be minimal Even gender budgeting courses which impact on the functioning of a department are not designed to strategically have that impact. For gender budgeting courses to go beyond mere sensitisation it is important that a critical mass of officials in the department, especially those involved with planning and budgeting and programmes should understand how to effect gender analysis. Rather than open this to participants of all departments the state needs to take a view and prioritize certain departments and systematically train people from those departments. In all these areas awareness a more strategic approach is required.

4.2.3 Gender Mainstreaming within the Institution

Gender mainstreaming in training within the institution would suggest that the gender aspects/ implications related to all aspects of training which are being imparted are woven into modules/ sessions. In fact, an examination of the training calendars of the institutions indicate the number of courses that are being offered, and speaking to the faculty, and even on the reply of the questionnaires it is immediately clear that despite the fact that centres may have existed and gender training has been going on for several years gender mainstreaming has been negligible.

Most of the ATIs indicated **that gender had been 'mainstreamed' into all the foundation courses**. However, in most cases this meant that two or more sessions on gender issues, gender budgeting and sexual harassment at the workplace were being taken. From discussions in MP /Telangana it emerged that there was **no systematic approach to mainstream gender into other aspects of the foundation and professional courses**.

Disaster management was one area where sessions on gender issues are included in many institutions, although usually taken by external resource persons. These courses are usually run by centres which are funded by external bodies such as NDMA and who often have also prescribed the course content At the MGRHRI, Telangana the Centre of Disaster Management had in house capacity for gender and had designed and specifically conducted a course on Gender Issues in Disaster Management.

Individual faculty can also make a difference provided they themselves are gender sensitive and/or have had some capacity building on gender issues. An interesting gender sensitive approach that emerged when discussing gender mainstreaming with the faculty at MGRHRI was the manner in which a female faculty member in the Department for Management studies had introduced gender dimensions into courses on stress management/ work life balance, time management ... very important aspects from an organisational point of view. Such an approach could also be replicated in other institutions.

4.2.4 Who are the Gender Trainers?

For academic functions, most ATIs are staffed by deputationists from the various state services and staff on contract. For example, in Telangana of 28 faculty members, there are 15 male and 13 female of which 11 deputationists and 17 on short term contract. Andhra Pradesh HRI is in a nascent stage and at present has no faculty. In the case of Rajasthan, unlike other ATIs, there is a cadre of staff who have permanent positions which make for continuity and strengthening of institutional memory.

When it comes to trainers for capacity building on gender, there are two main issues:

- Is there staff designated to conduct gender training? Are they adequate in terms of number and the time they can dedicate to this?
- What is their capacity for gender training, and nature of exposure to gender training?

In the Project State at least three of the institutes viz, Rajasthan, Karnataka and Madhya Pradesh have designated Centres for Gender with faculty in charge. In Telangana, one of the faculty members is designated as a focal point for Gender. Orissa and Andhra Pradesh do not have designated faculty for gender inputs.

In order to understand the role and impact of these centres, the rationale, origin and sustainability of these centres are being examined. In Rajasthan UNICEF funded the

original centre. It was headed by a Professor who was from an academic institution and the centre was prolific not only conducting training but also research activities on various aspects related to women in Rajasthan. With the funds coming to an end in 2012 the Centre closed. Subsequently, a centre has been established under the Centre for Governance but while it has a full time faculty to head it there are no other resources.

The Madhya Pradesh State Resource Centre for women was established by Women and Child Department and is also languishing for lack of resources and lack of clarity for direction. In Karnataka also there is a Centre of Gender Studies and Empowerment functioning from 01.03.2001. It is under their centre that two workshops were held on Sexual Harassment at the Work Place Women in 2014-2015. At the moment while there is no faculty for women's Studies but they had since 1994 created a faculty member exclusively for women's studies. In most cases establishment of the centres have been a result of funding by external agencies. This often led to an initial phase of activity which included research with no committed long term funding after a while these centres come to a virtual standstill and the faculty in charge has change recently.

The responsibility for heading the gender centre does not always automatically mean that the person heading it is gender sensitive or has had exposure to gender training. In the present centres the heads act as training coordinators or managers rather than subject matter specialists and barely take any technical sessions (Rajasthan and MP). In view of the cross cutting nature of gender one of its key functions of these centres should be to ensure gender mainstreaming in other courses within the institute.

However, wherever gender has been assigned as a focal point to a person who is gender sensitive, as is the case in MGRHRI and/or who has had gender training over any length of time the quality of inputs can be both innovative and of high quality. Apart from the usual nature of courses the focal point had designed a course on Women and Disability which had got funding from DoPT. In Karnataka in 2013 Gender was the responsibility of one faculty member.

For many of the session's external resource persons are brought in. During the field visit, for example in Orissa and Rajasthan, we had a chance to interact with some of these resources persons. While there is no doubt of the high calibre and capacity of many of the people who are brought in, the fact that they are brought in for specific sessions, on a case to case basis does mean that they do not form an integral part of designing the programme or ensuring outcomes. While this can work with gender sensitization programmes where there are more strategic outcomes anticipated there is need for long term involvement.

4.2.5 Nature of Gender Training of Faculty

Apart from having dedicated staff for capacity building in gender training another issue relates to their individual capacity to conduct gender training. For this there was a question related to the nature and duration of gender training, if any that they themselves had undergone.

Of the academic staff who had had rigorous gender training of 4 weeks or more it was interesting to note that in Rajasthan, Madhya Pradesh and Karnataka the gender trainers who had been trained at LBSNAA under the Gender Planning Training Project in the period 1995-1997 were the people who had worked on and maintained the focus on gender in these institutions for several years. ¹This would imply that investing in and selecting the

¹ Dr Kanchan Mathur, IDS Jaipur along with Mr. Ojha, Shobhita Raggopalan, Ira Pande, and , Dr Pratibha (MP Insitute) , and Mr Sarweswara (Karnataka) were all trained under the GTP project.

right people for capacity building in gender and governance can lead to long term impacts. However, with the retirement of the people in MP and Karnataka there has been reportedly a dilution of focus on gender within the institutions. In Rajasthan ironically there were the number of faculty who had long term gender training was the maximum they were not involved with gender training. The present faculty in charge of the gender centre had never had any gender training! Of the staff in MP 3 men and 1 woman had gender training; only 1 had training for duration of two weeks; the others are having training between 3-5 days. In Telangana only two of the 28 strong staff had any form of gender training. However, in no institution was gender mainstreaming into all courses/module.

Currently in most ATIs the focal points for gender have typically had shorter training. The trainings attended about one week or less which generally equips the faculty person at most for gender sensitisation trainings but not for conducting training on gender analysis, planning or budgeting as it implies familiarity with concepts, frameworks and tools.

4.2.6 Design of Training and Pedagogy

To a large extent in several of the institutes training is being 'managed'. The internal faculty, who may or may not have had gender training, is coordinating/ managing the training and inviting external resource persons to conduct specific sessions. This often means that when there is a thematic orientation to the course necessary linkages between sessions are not made. Mostly, the training coordinator introduces the speaker and often would not even be aware of what has been transacted in the class to which the external resource person is invited. In most institutions they try and keep a 50/50 balance between external and internal resource persons but a perusal of the agendas in Rajasthan, Orissa, and Andhra Pradesh would indicate that the dependence on external resource persons tends to be higher than that.

Many of the external resource persons are highly competent but they are not associated systematically in terms of overall design and linkages but only for their sessions.

There is wide variation in the content of the courses being conducted for example, while the inputs in courses on gender responsive budgeting are extremely professional in some institutes such as MGRHRI, in another institute 50 % of the course was on general subjects such as domestic workers, role of NGOs in Women's empowerment, Constitutional provisions and Acts, and sessions on gender budgeting very limited. There is no quality control to ensure that certain basic fundamentals are covered.

Many institutions are conducting courses on Sexual Harassment at the Workplace, but the approach needs to be strategic to cover all officials as this is one law which all officials need to be aware of. The face to face methodology at state level would not result in overall coverage. In Rajasthan the focus has been on teachers in the Education Department but coverage and participation is poor. ATIs need to either use SATCOM to cover all officials or district level training centres. The development of Training modules such as the Sexual Harassment at Workplace Training Module by MGRHRI can help in standardisation and dissemination.

This institute has also developed an interesting module for gender and urban development for municipal officers and those involved in urban development. The impact can be more strategic as it is dealing with a project comprehensively. The development of these modules has been the initiative of the gender focal point.

The Karnataka Government has developed an interesting Workbook on Gender Budgets (2013) prepared by the faculty in charge of gender with a series of exercises which are adapted to the situation in Karnataka. Ironically this was not used in a course organised on gender responsive budgeting.

In two of the institutions the legal background of the faculty placed them in a strong position to organise and conduct courses, especially on women's rights and issues related to violence against women.

4.2.7 Infrastructure

In most institutions the soft issues are more difficult to address than the hard ones. On the whole the training institutions have well equipped classrooms, adequate hostels (barring two of them) and toilets. However, there is no provision of crèches. Some of the libraries, especially Rajasthan, Karnataka, Telangana and MP are well equipped with books on gender, and even in some cases subscribed to specialist journals on Gender such as the Indian Journal of Gender Studies, Gender Technology and Development. In the case of Karnataka although in the last two years they had cut down on purchase of library resources and books, it was interesting to note that of six journals they decided to subscribe to it included two gender journals and EPW.

4.2.8 Quality Control and Monitoring

As for other courses too most ATIs have captive audiences. There is no long term monitoring of courses. Feedback is given immediately after the courses and it is usually on the trainers, inputs and infrastructure. Normally filling these forms is considered a formality. While feedback is taken after the course baseline questionnaires are not administered in any of the institutions to assess the level of knowledge/ attitudes at the start.

An illustration of this and how serious feedback can be taken can be gleaned from the following. For a question on how a course on domestic violence would be useful in present and future jobs over 16 of 22 found it to be very useful. This does make one wonder whether the questionnaire was appropriately read. This also included administrative assistants of animal husbandry department, veterinary sciences and a veterinary officer.

There is no long term monitoring for impact. Part of the problem in dealing with impact is that the nature of the training is very individual based and does not cover systematic and comprehensive coverage of a department or a category of officials. Therefore judging impact on the professional front is difficult and usually is based on self appraisal.

4.3 Recommendations for the ATIs

The recommendations for the ATIs based on capacity assessment of the institutions for training for gender responsive governance can be grouped broadly under four headings:

- i) The rationale for gender training
- ii) The nature of gender training, including design

- iii) Gender trainers and trainees
- iv) Impact and sustainability

They are discussed below;

4.3.1 The Rationale for Gender Training

For gender training to be meaningful it needs to fit into the broader vision at national/ state level of the importance to be accorded to gender responsive governance, translation of which requires both political and bureaucratic commitment. In many cases this is already defined in policies for empowerment of women, training or commitments in many states to gender responsive budgeting. (Some examples are the National/State policies for women, the Draft Training Policy in Andhra which make gender as a cross-cutting issue mandatory in all courses). However, within the broad framework there is a need **to narrow down and define strategic areas, issues and priorities for the state in the area of training for gender responsive governance** . (For example, if the state is committed to gender responsive governance it would be important to prioritize certain departments so that training on gender responsive budgets can be translated in the department to some actionable points). This would create the necessary backdrop against which to organise capacity building as the purpose, objectives and the anticipated outcome of the training would be clear and also create a framework for the institution against which to assess progress/ impact.

The training and priority within the institution requires a “buy in” from the Head of the institution, as it will also determine allocation of human, financial and time resources. In overall terms, though it varies from state to state, the commitment to funding for gender training is negligible. Unlike the Rural Development Department or the Centres for Disaster Management which have a core funding, gender training is funded either through MWCD/ DoPT/ or state resources on a sporadic year to year basis. The need for some commitment to support gender training as core funding would enable shifting the nature of gender training from sporadic and “one off training” to systematic training. Gender centres tend to languish without any assured funding and function as “stand alone” centres focussing on gender sensitisation and violence against women but not really having an oversight on gender mainstreaming within the institution.

At an individual level for **officials and in particular trainees they need to manifestly feel a “ need” for gender training** , as at present the nature and number of participants does not reflect this. This will emanate from the exercise for the determination of priorities as then the training would be relevant for their work. Separately, a requirement that all officials have been through at least some gender sensitization training and training on sexual harassment at the workplace needs to be spelt out. In some countries there are directives for “gender equality duty”(U.K.) which necessitate both gender training and gender mainstreaming. Alternately the example of Madhya Pradesh which has made gender sensitivity a parameter to be assessed in ACRs creates a need to make gender sensitization essential for government official at all levels.

4.3.2 The Nature of Gender Training - Need to Broaden the Scope

At the outset it is important **to underline that most of the ongoing training at ATIs is focussed on enhancing gender awareness of the participants, but not geared to strategically impact on ways of working and using gender as an analytical category for transformation.**

At present the focus of most of the gender training in ATIs is limited to gender sensitisation, training around various aspects of violence against women, especially Sexual

Harassment at the Workplace and Domestic Violence, and Gender Responsive Budgeting. (For the latter, to a large extent the funding comes from the Ministry of Women and Child Development, Government of India). These courses, on the whole tend to draw people from several departments and are quite generic in nature.

For example, the gender budgeting training is not organised to make a difference or impact on any particular department. For that, it would need to be organised quite differently. Rather than having 2-3 members from a variety of departments it would need a "saturation" approach where decision-makers, programme officers, planning and budgeting officers and implementers are all on the same page. The move would be from an "extensive" approach which makes people aware about gender responsive budgeting to an "intensive one" designed to impact on the department.

To move to using gender as an analytic category for transformation would **involve looking at gender planning and budgeting for gender mainstreaming, gender and organisations and looking beyond practical needs to strategic interventions**. This would be across a variety of development and management related courses such as those dealing with climate change, disaster risk management, livelihoods, organisational issues. Gender mainstreaming is not about holding two sessions on gender inequality and SH at work in every course.

There is tremendous variation on the design of training of various courses and in most cases there is a high level of dependence on external resource persons. **The trainers in some of ATIs are functioning principally as 'coordinators' or 'managers' rather than having the requisite expertise or capacity to conduct trainings themselves**. While using external resource persons is not pressed an issue there must be enough capacity to critically assess the kinds of inputs being delivered, create the necessary linkages from one session to the other, prevent overlap and ensure that the necessary capacities are being created in the trainees.

There is also a need to constantly have access to updated materials and to be in a position to exchange information. For this, a National level institution like LBSNAA is well positioned to develop and maintain an inventory of resources.

4.3.3 Gender Trainers and Trainees

There is a strong need to increase the numbers and capacity of gender trainers. Of the 5 ATIs visited more than half did not have any in-house capacity or designated faculty for gender training. In others the focus was elaborated as above was on gender awareness training with limited capacity for training on capacity tools and methods for gender planning and budgeting. Where responsibility for gender training was assigned it was usually the responsibility of one individual with the result that in case the individual is transferred or shifted there is no capacity for gender responsive training. It is therefore proposed that **there should be a core / critical mass of gender trainers within the institution** to ensure continuity and emphasis. **ToTs for these trainers need to be organised**. While identifying these trainers it is vitally important that **male gender trainers are also identified**. **One of the challenges, of course is the selection to the right people for gender training as unlike other skill based trainings, the overall attitude is also very important**.

In order to enhance understanding of the need for gender responsive governance within the institutions the trainers who attend the ToT should carry a short – at least **one day gender sensitisation training for other faculty of the institution** so that they can commence thinking of gender mainstreaming in their respective areas of work.

At the level of each state there should be **systematic identification and linkage established with easily and locally available external resource persons – academics, officials, CSOs, public representatives – who can contribute to the gender training and research agenda of institution. This together with the listing of gender trainers from ToTs conducted can create a network of gender trainers that can be accessed by the institutions.**

Establishing criteria for selection of participants to gender training courses is also equally important. It was pointed out in several institutions that especially for courses on gender responsive budgeting nominees are not forthcoming. There should be some relevance to the participants of the courses conducted as otherwise. There is no relevance of gender responsive budgeting courses in states where there is no government level commitment to gender responsive budgeting. The course has no relevance for officials who attend such courses in terms of the work they are doing apart from increasing their level of general gender awareness. There should be some clear guidelines for selection of participants to link strategy with objective.

4.3.4 Establishing/Continuing Gender Centres for Gender Training and Gender Mainstreaming

The centres that have been created are a visible recognition of the need to focus on gender responsive governance and have created a focal point within the institution for gender based training. As stated earlier to large extent they have been concerned with gender sensitization and violence against women. Their existence, however, has been fraught with instability as the funding has been either project based (Rajasthan), or meager if from state resources.

These stand in stark contrast to the Centres for Disaster Management in ATIs which have assured funding for activities and faculty or SIRDs which are supported by the Ministry of Rural Development for core funding and infrastructure and By Ministry of Panchayati Raj for training of elected representatives. Given the reach and impact of ATIs over the governance structure in the State training of all Class 1 and Class II officials, it is critically important that these centres should be established or continues to exist.

Their mandate needs to go beyond gender sensitization to ensuring gender mainstreaming in all training programmes being conducted in the institution. They need to be equipped to deal with gender analysis, gender planning and gender budgeting Gender mainstreaming can be effected by active involvement in the design of training modules and also by monitoring and evaluating from time to time the extent to which gender issues are being addressed. They need to also be responsible for ensuring that all faculty members have exposure to orientation on gender. Lastly, they need to act as a resource centre for the rest of the institutions on issues related to gender.

For this they need an assured source of funding which covers faculty positions and some basic infrastructure. Ownership for the agenda of gender training at present is dispersed – DoPT, the Ministry of Women and Child Development and the State Departments and training is ad hoc / sporadic. For sustainability these centers need to be funded on a schematic basis and it is recommended that this is systematically addressed by the Ministry of Women and Child Development (on the lines of MoRD) and the State Departments responsible for Women’s Development/ Empowerment.

4.3.5 Quality, Impact and Sustainability

At the moment there is little or no **quality control** of the nature of gender training being imparted. This can be introduced at various stages. Initially when designing a training module while **pilot testing** it observations from an external training agency, participants and reflections of the trainers themselves on the training could result in subsequent improvement and modification before rolling it out.

Subsequently **when evaluating the training programme one can assess the impact of gender courses at two levels—personal and organisational.** The feedback solicited immediately after training programmes tends to focus on personal response to the nature, design and learning of the training programme and trainers. However, an evaluation would try and assess whether there has been any impact on ways of working and also in terms of attitudinal change. This requires that the process is periodic so that it is clear what kind of changes need to be made.

Gender training should be transformative so that it questions the structures and institutions which perpetuate inequality.

5. State Institutions of Rural Development

5.1 Mandate of SIRDS for Training

The State Institutions of Rural Development are the apex level institutions in the state dealing with training in Rural Development. In comparison to other state level institutions the assured schematic support they receive from the Ministry of Rural Development for 100% of non recurring grant, and 50 % of the recurring grant results in their being in a comparatively better position than other state training institutions. The Ministry supports the salaries of 5 core faculty which are in the areas of Livelihoods, Rural Development, Land and Water, Decentralization and Planning and Research.

Despite the key role that SIRDS play in the implementation of Rural Development programmes, in most states the institution was headed by officers for whom this was an additional charge and/or who was often held the positions for very short tenures. In overall terms most of the SIRDS were critically short of faculty, and in some cases had not even filled the positions that were supported by the Government of India. Most of the positions were filled by deputationists who were either not interested, or were in the positions as a 'parking lot' or punishment. Of the existing faculty a negligible number had been exposed to gender or had gender training.

In some cases, in fact it appeared the hardware was more developed than the software. In almost all States under the Project, SIRDS function as autonomous institutions, under the State Department of Rural Development but in some states they have been merged with the State Administrative Training Institutions and function under one administrative Head. Until recently this was the case in Karnataka, but recently the Directors of the two institutions have been separated. In the states under the project training for Panchayati Raj is included in the mandate of the SIRDS although there are States where the Panchayati Raj Department has its own Training Institutions.

The SIRDS are responsible for capacity building, both technical and schematic related to all the rural development schemes such as MNREGA, barefoot mechanics and PMGSY. Aspects and focus on gender mainstreaming in these programmes varies but in most cases has been negligible. Many of the SIRDS have numerous centres which cover subject like Livelihoods, Water and Sanitation. Decentralised planning, and in some cases a Centre for gender too. These centres define the nature of work they lead on but often budgets are not allocated centre wise. The SIRDS also house special cells for the State Livelihood Missions. These cells work independently and not integrated with other functions related to the SIRD. The SLM cells have gender coordinators for their programme but they focus on their programme and are not integrated do not work within other programmes within the SIRD.

In Andhra Pradesh and Telangana there is also very strong parallel structure in Societies for the Elimination of Rural Poverty (SERP) which conduct their own capacity building programmes for rural areas. Their training programmes related to skills and capacity building are more process oriented and linked to mobilisation, building confidence and assertiveness. They have specific people dealing with gender.

5.2 SIRDS and Gender Training

SIRDS have in most cases been involved with Panchayati Raj training in the State, for which the funding comes from for Ministry of Panchayati Raj through the RGPSA programme. These funds which cover training for training of all three tiers of local self government have become a major component of the overall funding and a substantial part of resources, human and time are concentrated on this. In the last couple of years the focus of much of the activity has been around formulation of GPDP guidelines and

implementation. SIRDs develop the training modules and roll out PR training for elected representatives at various levels through a cascade model. In many state training for Zila Parishad Members and Mandal/ Tehsil Level Chairpersons take place at State Level as also the Training of Master Trainers. At local level trainers identified include the Panchayat Officials/ Civil Society Organisations. The training for women and men elected representative is held jointly. There is a prescribed schedule of training which involves three phases of training during the 5 year tenure of the Panchayat. This cycle and coverage has to be repeated every five years.

5.2.1 Gender and SIRDs

The SIRDs were involved in the first phase of the UN Women Project and therefore have a background in dealing with gender and governance. Commitment to gender in all SIRDs extend from concentration of entire system and control for PR and gender in one faculty (Rajasthan), to absence of gender trained faculty (Orissa).

Apart from TSIPARD which has a separate centre for gender there is no SIRD which has exclusive designated faculty/ centre for gender, although many of the faculty have worked on capacity building in gender as part of their multiple functions Rajasthan has a Centre for PR/ WD and Gender but the person who heads it has responsibility for all aspects of Panchayati Raj Training, including gender. A negligible number of faculty members who are involved with gender training have actually attended gender training courses themselves. APARD is evolving a new model where gender is a predominant theme and they plan to designate one person with responsibility for gender mainstreaming.

Recently, the Departments of Women Development in the States have been asked by Ministry of Women and Child Development, Government of India to designate a nodal agency for training on women and child issues. In Telangana and Rajasthan the State SIRDs have been chosen for this. It is understood that this designation is primarily in the context of gender budgeting.

5.2.2 Policy Framework for Capacity Building on Gender and Governance

The National Capacity Building Framework developed by the Ministry of Panchayati Raj through a consultative process with the States outlines in broad terms the nature of training to be imparted to elected representatives and the manner of its implementation. It prescribes a cascading model to cover the three tiers and defines the nature of various courses - mandatory, optional and sector specific thematic courses which need to be imparted. Individual states are to develop these in courses in line with their needs. The NCBF specifically addresses the importance of addressing the issue of gender in the capacity building process, but simultaneously pinpoints the major issues/ problems related to the approach to capacity building in gender. About gender, the NCBF states:

- "Gender is not integrated as a cross cutting issued in the major training programmes of PRIs "
- "The focus of the training content is largely on the information and knowledge part with the result that skill development and attitudinal change is not significantly impacted"

5.2.3 How do SIRDs Mainstream Gender

The training mandate of SIRDs cover the entire gamut of rural development related programmes and activities, including livelihoods, rural credit, agriculture, watershed, technology, the flagship programmes –MGNEGA and SLM, and Panchayati Raj. With the huge transfer of funds for Panchayati Raj, and the focus on development of GPDP plans in view of the devolution of funds under GPTP Panchayati Raj Training has become the central focus of capacity building in certain SIRDs.

Gender mainstreaming in the current format of Panchayati Raj Training in most institutions involved dedicating two sessions in the Panchayati Raj module to Gender, which usually focus on the concept of gender, policies and programmes and gender issues, Gender is not mainstreamed into all sessions of the course so that gender issues related to the functioning and processes within the Panchayat, and to the implementation of various schemes are rarely addressed

However, in Rajasthan the SIRD has developed and conducted specific course from time to time for Gender and Governance - it covered all EWRs on GRG and Women's political leadership in all districts and also conducted a Refresher Training in 2013-2014 on GRG and Leadership Development. It has also collated case studies of some empowered EWRs. Separately in the basic training, there are specific sessions on gender.

The training for gender for male and female elected representatives is common in most cases, although TSIPARD is developing separate modules for elected women representatives. Within the institutions the functioning of the gender centre at TSIPARD is not integrated with other centres/ programmes. It runs stand alone course on violence against women and sexual harassment, and has also been conducting courses for the Social Action Committees of SERP. Other centres do not generally integrate gender issues except for the State Livelihood Missions which are housed in the SIRD and have a gender coordinator. The UN project is working through the centres wherever they exist for the project.

5.2.4 Capacity for Gender Training in SIRDs

Uniformly across the SIRDs there was a view that there was overall a lack of human resources/ staff to be able to deliver training programmes. Karnataka SIRD had a designated position to deal with gender (which was vacant), but otherwise responsibility for mainstreaming gender in PR training was always in addition to other responsibilities. (Rajasthan, Orissa). In Andhra Pradesh which is developing its new institution there is a proposal to have a separate faculty for gender of the people currently in position there is a considerable emphasis on gender. In Telangana the Gender centre is not really involved with PR training except through its involvement in the UN WOMEN project. Recognizing this, the UN WOMEN has strengthened the SIRDs by placing a State Project Officer at their disposal.

Given the huge mandate of capacity building apart from at the State level where SIRDs directly impart training to the ZP Chairperson and members, and the Panchayat Samiti CPs, for all other levels. SIRDs have identified government officials, NGOs, former elected representatives at Panchayat level at present there is no evaluation of the impact. In Karnataka, the SIRD has identifies about 300 Decentralized Training Coordinators who have been associated with them for 10-15 years. However, there are no evaluations which could gauge the effectiveness of the quality of training that is being impacted by these external resource persons, though in some cases institutions have formulated detailed training modules

5.2.5 Pedagogy

The two principal modes of training for the elected representatives is face to face training and distance learning. The present trainings are weighed heavily in favour of information based face to face training, although in Karnataka the emphasis is more on participatory activity based training. The SATCOM is effective but currently being used only by two institutions and rarely in an interactive mode. Although there are examples of simple brochures such as that produce by IGPR and GVS with the Hunger project on legal literacy much of the reading material is quite dense and wordy. The pedagogy and mode of transaction need to be different if they are to have impact and are elaborated in the section on recommendations. Given the vast numbers of elected representatives for efficient delivery and coverage it would appear necessary to use a judicious mix of both modes. Also taking into account, the levels of literacy and exposure participatory methods, role plays and exposure visits and the development of simple user friendly and appropriate IEC material is important. Women in GPs need simple accessible material to familiarize them with laws, programmes and how to do things. A two way SATCOM can be very effective for transacting those parts of the courses which related to disseminating information about programmes, processes and procedure. Another effective means of imparting knowledge would be if the members had workbooks which had illustrations and examples which they could refer to post the capacity building as well. IGPR and GVS and The Hunger project jointly produced a simple brochure on women's rights and issues which covered laws and issues related to domestic violence, dowry, child preference, sex preference. These kind of issues, and other issues which are locally relevant need to be covered for both men and women in the trainings.

5.2.6 Monitoring of Training

There is no systematic monitoring of the impact of the capacity building efforts of PR training, and it would actually be quite challenging to assess without having an assessment of entry level behaviour and end of tenure. There are studies which provide an insight of the behaviour of EWRs. Some of these are snapshot and limited, based on surveys at a particular location, and others are more intensive such as the study by the Institute of Social Sciences which covered 14 States. The latter concluded that while women were active in SHGs, political participation remained a male domain and that the role of women is still defined by culture. However, it is clear from various studies especially of NGOs and some case studies that it is important to invest time in specifically building capacity of women to enhance assertiveness, confidence, and clarity of role. (*PRADAN, MYKaps, Mahila Chetna Manch*). However, for women coming out itself is a first step on the road to asserting themselves and this is more apparent in Maharashtra, Gujarat and South India than in North India.

5.3 Recommendations

5.3.1 Mainstreaming Gender Training in SIRDs

- As in para related to ATIs, in the case of SIRDs too their needs to be a clear understanding of the importance of gender training in rural development and the need to cut across various centers/ subjects in addition to PR. This will result in the allocation of necessary human, financial and time resources.
- Creating a core team within the faculty for ensuring sustainable human resource for gender training. This would require selection of faculty that is likely to stay or be involved over a long period of time with training.
- A view that was expressed was that while the Ministry of Panchayati Raj supported capacity building it would strengthen the training institutions if it could support

some core staff in these institutions, as was done by MoRD. Taking into account the vast numbers that need to be trained it is clear that dependence outside agencies and individuals for training has to continue. However, the SIRDs should be sufficiently resourced to be able to standardize modules, monitor their transaction and evaluate their impact.

- Gender training of the faculty is required at two levels in SIRDs. In some of the institutions none of the faculty involved with PR training have had formal gender training (e.g. Rajasthan) but have had considerable exposure through study/projects/ reading. In others while the existing faculty members are aware of concepts of gender and gender issues, enhancing their skills in gender analysis, gender planning, budgeting and monitoring is necessary.
- There is also a great need for other faculty within the SIRDs to have gender training so they are able to mainstream gender in their work. For this if in the next phase of the project some master trainers are developed in the first instance they could conduct a sensitization programme of the faculty of the SIRD so that there is some basic exposure to the subject.

5.3.2 Pedagogy

The pedagogy and mode of transaction need to be different if they are to have impact and are elaborated in the section on recommendations given the vast numbers of elected representatives for efficient delivery and coverage it would appear necessary to use a judicious mix of both modes i.e. face to face and distance learning.... given the levels of literacy and exposure participatory methods, role plays and exposure visits and the development of simple user friendly and appropriate IEC material is important. Women in GPs need simple accessible material to familiarize them with laws, programmes and how to do things. A two way SATCOM can be very effective for transacting those parts of the courses which related to disseminating information about programmes, processes and procedure. Another effective means of imparting knowledge would be if the members had workbooks which had illustrations and examples which they could refer to post the capacity building as well. IGPR and GVS and The Hunger project jointly produced a simple brochure on women's rights and issues which covered laws and issues related to domestic violence, dowry, child preference, sex preference. These kinds of issues and other issues which are locally relevant need to be covered for both men and women in the trainings.

If women are to be empowered and to participate more effectively in the GPs and decision making it is vitally important that they need to have separate trainings to enhance their gender awareness, build their confidence, leadership, solidarity and make them aware of group dynamics. Organisations such as MYKAPs in Karnataka and *Mahila Chetna Manch* have the experience of working with SHGs and EWRs and have available resources which can be used. This will also enable them to understand the patriarchal nature of society, how gender relations are intertwined with access to resources and exercise of power and help them to exercise voice and agency.

Other studies regarding capacity development on training for EWRs² have recommended the need for small groups while training face to face, use of simple language, distance to venue for training should not be more than 3-4 km. It needs to be emphasized that while women need to have the space for separate training inputs on gender are also required in the joint trainings from men and women which cover issues other issues related to PR – on roles, responsibilities, programmes, projects after the women have had separate trainings. Organisations such as PRADAN feel that much more mentoring/handholding is

² Functioning of EWRs Existing Capacities Challenges , concerns and Needs - UNDP/ Govt of Rajasthan/ IDS Jaipur,IG PR and GVS, Jaipur

required of EWRs and they advocate and have themselves established EWRs forum at block level. It is not clear in this case, however, how continuity is addressed beyond the 5 year period.

5.3.3 Impact and Sustainability of Training

In order to assess the impact of capacity building, indicators of impact need to be developed. This could be the difference in the behaviour, attitudes, skills and knowledge of elected representatives at the beginning of tenure compared to towards the end of the tenure. While this could not be done across the board a sample of men and women at different levels could be defined soon after the PR elections.

At the Panchayat level what could also be assessed is the degree to which women actively participate in the Gram Sabha, Gram Panchayat and in decision making in these bodies. In some states Mahila Sabhas have become a regular forum enabling women to come together to discuss and prioritize issues.

Quite often the involvement of women in monitoring education, health, child nutrition is viewed as a visible sign of their increased awareness and exercise of power. In fact quite often this is a perpetuation or extension of the carer role in women's families where responsibility is assigned and there is no real control over resources. What needs to be assessed is whether they raise issues that affect their lives and are involved or in control of decision making in the context of local contracts/ MGNREGs works etc.

6. National Institute of Rural Development and Panchayati Raj (NIRDPR)

6.1 Background

NIRD & PR is an autonomous organisation under the Ministry of Rural Development and is the apex institution for training and research in rural development. It is also considered to be a think tank and repository of knowledge for rural development. Recognizing the need to focus increasingly on PRIs since December 2013, its mandate has been extended to explicitly include Panchayati Raj. Training for rural development is recognized to be three tiered with NIRD at national, SIRDs and ETCs at state and sub-state regional level.

The relationship of NIRD with SIRDs and ETCs is at multiple levels - the proposals for non-recurrent funding from MoRD are routed through NIRD and recommended by them to GoI. NIRD also organises off campus courses on mutually agreed subjects at SIRDs, holds National and Regional meeting with SIRDs. The training conducted by NIRD on its campus are for officials associated with rural development programmes, elected members of Panchayats, Civil Society Organisations, Academicians and International Organisations.

NIRD is organised in 23 centres, (list attached separately at **Annex 6**), which have been organised under six schools. The Centre for Gender and Development is one of 5 centres in Development Studies and Social Justice. Gender Budgeting and Gender responsive governance is one of 9 thematic areas for focus in NIRD. Capacity building programmes have increased from 8 programmes with 220 participants in 2010 to 52 programmes with 1456 participants in 2015 (Profile of NIRD). Specific areas mentioned as training priorities are on strengthening leadership qualities in EWRs, Empowerment of Women for RD, Gender Budgeting in development programmes and lastly agricultural strategies.

Some of the other centres are named to indicate the potential that exists for gender mainstreaming. These include Centre for Media and Rural Development, Equity and Social Development, Panchayati Raj, Planning Monitoring and Evaluation, Self Employment and Rural Enterprise, Rural Credit and Development Banking, Human Rights and Climate. Unlike SIRDs and ATIs there is much more continuity in the teaching staff at NIRD and many of them have an academic background which strengthens their ability to conduct research.

Given the very critical role of this institution in Rural Development the two questions that need to be addressed are:

- What is the capacity for and nature of gender training currently being conducted at NIRD?
- What is the extent of gender mainstreaming that has taken place?

The observations are based on the reply to the questionnaire received and the interviews/ observations during the field visit.

6.2 Present Nature of Gender Training

The Centre for Gender Studies and Development focuses on issues related to gender, like gender mainstreaming, gender budgeting, sexual harassment at workplace and gender and empowerment through workshops and seminars and research activities, as can be evidenced from courses it conducted in 2015-2016. As in the case of ATIs the nature of courses for an apex level institution are not strategic focusing more on gender sensitization and gender awareness, although they also conduct Training of Trainers and research activities.

The participants are drawn from all over the country, and especially for courses on gender budgeting while they may enhance personal gender awareness are unlikely to have any impact on functioning of a department or state. The Centre acknowledged that it was sometimes quite difficult to obtain nominations for these courses. It does also conduct Training for Trainers on certain subjects. It has also independently conducted programmes on gender mainstreaming, initiatives in NRLM and MNREGs but these are stand alone programmes and this is not under agency of the NRLM cells. It has also conducted research on Factors Facilitating Participation of Women in MNREGA.

The Centre was the collaborating partner for Phase-1 of the UN Women Programme on "Promoting Women's Political Leadership and Gender Responsive Governance" during which it produced the Trainers Manual on Promoting Women's Political Leadership and Gender Responsive Governance. This was produced in a consultative process with SIRDs.

It has three full time faculty members, one male and two female, one Professor, an Associate Professor and Assistant Professor, all of whom had gender training.

6.2.1 Potential and Extent of Gender Mainstreaming

The various centres operate in silos and a few actually conduct programmes on various aspects related to women / gender and rural development but this is done independently of the centre. There are gender modules which have been developed by the NRLM, but for mainstreaming gender they need to form an intrinsic part of numerous programmes such as social audit, monitoring, rural credit, disaster management. Based on discussion with representatives from various departments it appears there is no systematic effort to ensure that this happens. Recently the Centre for Panchayati Raj has been involved in developing for NCW through TISS a Module for 25,000 elected women representatives, but experience and exposure to gender is limited. The Centre for Gender Studies that had developed a Trainers Manual on the subject has not been involved with this exercise.

Centres have the responsibility for training programmes and research on specific subjects but apart from that in terms of budgets are not akin to centres in some SIRDs which are autonomous, can raise funds etc. have separate budgets.

Of 47 faculty members at NIRD only 6 had gender training (in this context it needs to be mentioned that at least two of the faculty had attended a Training of Trainers in Mussoorie). In the questionnaire it was indicated that 11 Faculty Members take sessions on gender. In a meeting with heads/representatives from various centers several of them expressed the fact that they had not been exposed to gender or had any training on the subject but would be interested.

The institution has excellent infrastructure in terms of classrooms, hostels and library. It has a commitment to gender and its environment is "gender friendly" with facilities of a crèche for its employees and a Women Employees, Association. It attaches importance to International Women's Day and has organised functions to honour community resource persons on that day.

6.3 Recommendations for NIRD

Given the vast area of rural development the scope for mainstreaming gender in the functioning of NIRD is very wide ranging. A beginning the following recommendations are made:

- Need to recognize Gender as a crosscutting issue to be mainstreamed across all relevant centres. The role of Centre for Gender Studies should be to ensure this happens but can also carry out evaluation and monitoring of various programmes from a gender perspective.
- Gender Training is required to systematically cover relevant faculty (only 2 of the faculty have had Gender Training ToT at LBSNAA). It should cover a critical mass of trainers. It could be conducted by the Centre for Gender Studies but needs to go beyond sensitisation to cover issues of gender planning, budgeting and monitoring.
- NIRD has an apex role *vis- a- vis* SIRDs but in its pedagogy this does not translate. It needs to build an inventory of resources, especially of good practice, so that lessons can be learnt and also not result in reinventing the wheel through the years there have been so many models for building on.
- Certain new initiatives like Rural Connect and ToTs with certification of Trainers could also enhance gender mainstreaming within the institution.

7 The Way Forward – Building Capacity for Gender Training on a Sustainable Basis

In each of the previous sections related to the ATIs, SIRDs and NIRD there is a set of recommendations which pertain to measures that need to be taken by the institution to mainstream and improve the quality of gender training. This section outlines the next steps that need to be taken by various stakeholders to ensure that this happens.

7.1 State Institutions

- **Commitment to gender mainstreaming** - Most institutions “cover” gender, but there is little or no evidence of mainstreaming across the various activities/ training programmes of the institution. For this there needs to be a clear **vision/policy/** supported by the Head of Institution of gender as a cross cutting issue which also fits in with the development priorities of the State. As already stated at the moment most gender training is not ‘strategic’ and is not linked to outcomes. The focus is on gender sensitization which builds individual capacity... the shift has to be to focus on gender responsive planning, budgeting and monitoring for organizational effectiveness.
- **Building capacity for gender training** ... Addressing the issue of the lack of human and financial resources to the extent possible at state level needs to be prioritized. The remaining period of the project should be **used to strengthen the number and availability of gender trainers**. Where posts exist (Karnataka,) they need to be filled, but simultaneously a **core team of gender trainers** needs to be developed rather than depending on single individuals. For sustainability, the composition and selection criteria for this core team is key. The core team should consist of 2-3 trainers, and for gender balance this should include male trainers.

Some possible selection criteria that were suggested and further discussed at the Expert Group Meeting were that these trainers should have a long term commitment to gender training either by virtue of having a long tenure, belonging to permanent cadres or that the parent department releases them when required. Heads of Institutions should also ensure that after investing in capacity building that these individuals are actually used for gender training. Where CSOs/ academicians have an involvement with gender training on a continued and stable basis they too can form part of the team.

Within the institution gender **training should form a mandatory training for all faculties like DTS**. Pedagogy and design of training aspects related to these aspects have been covered in the respective section on ATI/SIDs

At state level collaborative arrangements already exist between state institutions and CSOs, some which are formalized and others which are informal. Long term engagement would result in a greater commitment to training outcomes.

7.2 National Level Institutions

7.2.1 Development as Resource centres/ knowledge hubs

Apex institutions such as LBSNAA and NIRD can play a very critical role in enhancing capacity for ATIs and SIRDs respectively by acting as resource centres. They need to not only develop a resource base that they can share with state level institutions but also to

share good practices/ case studies from various states and keeps states abreast of the latest information LBSNAA could focus overall on gender and development. Gender and organizations, gender and management whereas the focus of NIRD could be on rural development which is their mandate. In addition they could compile a list of some key resource persons on various subjects which could be drawn upon by state level institutions when required.

7.2.2 Training of Trainers

They also need to focus on the conduct Training of Trainer programmes and refresher programmes for these institutions. The focus has to shift from mere gender sensitization to analytical frameworks, gender responsive planning and budgeting, conceptual tools, understanding of empowerment. At the Expert Group Meeting there was some discussion of the nature of ToT for the next phase of the project, in which it was felt that the ToT should be phased with a Basic and more Advanced level. This will be defined in greater detail in the next phase of the project.

7.2.3 Quality Control and Monitoring

In order to ensure that content, design and methodology of training at state level institutions is in accordance with the lessons learned during the ToT the national level institution needs to be involved, directly or indirectly, with monitoring the quality of training being imparted.

7.2.4 Policy Dialogue

They need to facilitate dialogue between various stakeholders – policy makers/ state level institutions/ practitioners/ CSOs and are already organizing seminars/conclaves at national level on critical issues. This needs to be enhanced so that capacity building is responsive to needs.

7.3 Sustainability

7.3.1 Role of Central Ministries/ State Departments

At present most states seem to be resource strapped when it comes to funding training of any kind and the dependence on Government of India is high for support of all kinds of training.

At present at national level, DoPT and MWCD support gender training programmes at the State level. Sporadically the MWCD's mandate is of promoting gender equality but its support to state level institutions is restricted to supporting training on gender responsive budgets. Although state governments do conduct trainings on DV Act, SH Act and other priority issues the coverage is limited. Capacity building on gender needs to be supported by the national/state level Department schematically and continuously in the way MoRD supports the SIRDs with some amount of assured funding for faculty and non-recurring grant which could help run the centres. Recently, the MWCD has asked State governments to designate a nodal agency for gender training. While it appears this is separately for gender budgeting training, there is a strong case for systematic core funding for gender centres of selected institutions. This would go a long way in creating a structure /sustainable basis for gender training.

Similarly in the case of MOPR while it supports the training of elected women representatives and the development ofit too should consider on the lines of MORD of supporting core faculty in SIRDs for PR training which could include a gender expert.

DoPT also responds to requests from the state institutions for programmes. The sanctioned programmes on gender are usually around aspects of violence against women, Gender sensitization and empowerment of women and GRB. For ATIs generally, DoPT needs to support some core faculty to improve the overall nature of training that is imparted.

7.3.2 Political and Bureaucratic will

Commitments of government to the Beijing Platform for Action, CEDAW, achieving the SDGs, the National and State Policies for Empowerment of Women, the 73rd Amendment, constitute the entry points for capacity building for gender equality and women's empowerment. Political and bureaucratic will translated into adequate resources on a sustainable basis – human, financial, knowledge can make it happen.

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Annex 1

Terms of Reference (Extract)

Outcome

Strengthened institutional capacities on GRG at the national and sub-national level (6 States)

Objectives of the Assignment

UN Women is seeking the services of a consultant to conduct a capacity assessment of the aforementioned training institutions. For the purpose of this exercise, capacity assessment will be defined as a means of assessing the understanding, knowledge and skills that a given organization and individuals have on gender equality and the empowerment of women, and on the organization's gender architecture and gender policy.

The scope of this exercise would entail assessment of:

- capacity of individuals, i.e. the knowledge, skills and attitudes that each person has regarding gender equality and the empowerment of women and the integration of these in their work (including design/delivery of trainings).
- capacity of institutions/organizations with regard to³:
 - Institutional arrangements:
 - What policies, strategies and procedures are in place to ensure that gender equality and the empowerment of women can adequately be included in the institution's mandate;
 - How effective are these mechanisms including the existing gender architecture (if any);
 - What is the priority accorded to GE including human and financial resources made available?
 - Leadership:
 - Does the institution have the ability to influence other critical stakeholders (including policy makers) and catalyze action on advancing gender equality & women's rights?
 - Knowledge (functional and technical):
 - What functional and technical capacities exist within the institution on gender mainstreaming including in the design of training content and curriculum, modes of delivery and monitoring and evaluation frameworks?
 - Is gender a part of the overarching knowledge management system and/or the organizational learning strategy?
 - Accountability:
 - What is level of institutional commitment to women's rights and gender equality as established by international and national normative frameworks?
 - Are there existing mechanisms that engage both rights holders and duty bearers in a dialogue to monitor and steer actions on gender equality and women's rights?

It is hoped that the capacity assessment will provide critical information for planning a larger capacity development strategy on gender responsive governance at the national

³This categorization is based on UNDP's Capacity Development Practice Note 2008

and sub-national level and also act as a baseline against which future capacity development efforts, including training for gender equality, can be measured.

I. Description of Responsibilities

The consultant will have the following responsibilities:

- Review existing capacity development strategies at the national/state level including the National Capability Building Framework developed by MOPR and the GPDP guidelines;
- Develop capacity assessment tools including questionnaires (to be administered electronically) and interview schedules;
- Undertake field visits to the 6 programme states (including NIRD&PR and SIRDs);
- Validation of Preliminary Finding: Participate in a validation workshop that will be organised by UN Women in partnership with the National Gender Centre, LBSNAA with key stakeholders to share emerging findings and recommendations;
- Finalization of Capacity Assessment Report.

II. Key Deliverables

- Methodology Note (with data collection tools)
- Draft Capacity Assessment Report
- Final Capacity Assessment Report incorporating UN Women's feedback

**Questionnaire for Capacity Assessment for Gender Training in
..... Institution**

Thank you for participating in this survey!

The purpose of this online survey is to assess the present status and capacity of institutions to mainstream gender in its training programmes and curricula so that there is not only raised awareness about gender, but more importantly that it impacts on gender responsive policy design, strategies and programme implementation of key schemes and policies for rural development and local governance. For the purpose of this exercise, capacity assessment will be defined as a means of assessing the understanding, knowledge and skills that a given organization and individuals have on gender equality and the empowerment of women, and on the organization's gender architecture and gender policy.

This questionnaire will address the issue at two levels;

i) Institutional Capacity

In this section an assessment will be made of the extent to which

- the institution is positioned to influence policy makers and programme implementers for gender equality and women's empowerment;
- gender mainstreaming is integrated into the mandate, policy and vision of the institute, as well as how this translates in terms of resource allocation in its day to day functioning;
- the functional and technical capacities within the institution so that this is translated in training programmes;
- the number and nature of training programmes that are conducted.
- and the nature of monitoring and evaluation of the impact of the training programmes .

ii) Individual Level

This will look at individual capacities of staff members for gender training ... i.e. the knowledge, skills and attitudes that each person has regarding gender equality and the empowerment of women and the integration of these in their work (including design/delivery of trainings), and specific areas of specialization such as gender planning, gender responsive policy design and implementation or sectoral areas, individual familiarity with gender resources capacity of individuals.

For capacity assessment, this questionnaire will be supplemented by interviews and focus group discussions, and an examination of training content of programmes, resources, monitoring and evaluation processes.

Kindly note the following:

- The space provided in this questionnaire is only indicative and may kindly be expanded by providing more space or adding additional sheets.
- In Part B on individual capacity will have to be filled in by faculty involved in gender training. They would need to be collected and all uploaded and attached in the questions.

Kindly mail the completed questionnaire (soft copy) to the following:

1. Sarojini Ganju Thakur
Sr. Consultant (Capacity Building Assessment)
UN WOMEN Project for Enhancing Gender Responsive Governance
Email: kasumpti2@gmail.com
2. S. Aswathy /Anjali Chauhan
National Gender Centre (details to be filled by LBSNAA)

(Part A)

ENABLING ENVIRONMENT

1. Please cite policy framework, if any, which strengthen the mandate of the training institution for training in gender equality and women’s empowerment.

National Level

--

State Level

--

2. If the above exist, does this translate in terms of support

	National	State
Financial		
Human		
Knowledge resources		
Other		

3. What are the external factors that facilitate or hamper furthering of gender equality agenda within the institution? Please elaborate.

	Facilitate	Hinder
Presence/absence of political will/commitment		
Rules		
Laws		

4. In terms of level of gender training would the institute view these as itself as

- Mature
- Developing
- Nascent.

ORGANISATIONAL CAPACITY

5. Within the institutions is there an articulated commitment to gender issues.

Y/N

If yes, is gender reflected in the following. Please attach/upload relevant documents indicating above

- Vision. Y/N. If Y, PI attach document
- Training policy. Y/N. If Y, PI attach document
- Part of long term training plan. Y/N. If Y, PI attach document
- Annual plan. Y/N. If Y, PI attach document
- Budget allocation. Y/N. If Y, PI attach document
- Other. Y/N. If Y, PI attach document

6. Is there is a designated officer who has responsibility for mainstreaming gender issues within the institution? Y/ N

If yes, what is the level of the officer?

- Sr. Director Dy. Director
Professor Asstt. Professor
Other

7. How long has the officer had responsibility for this 0-6 months

- 6 months – 1 year
- 1 - 2 years
- 2 – 3 years
- 3 years and above

8. Has this officer had gender training? Y/N

If yes, for how long

- 1 week or less
- 1-2 weeks
- 2-4 weeks
- 1-3 months
- More than 3 months

9. List the specific gender training programmes conducted in the last three year

Name of training programme (Note: If the programme is a distance learning programme, kindly indicate by putting DL after the name of the programme)	Duration <ul style="list-style-type: none"> • No of days • No of weeks 	No of Participants M F	Participant s level	Source of funding <ul style="list-style-type: none"> • State/National Govt. • Donor Agency • NGO • Other 	Part of Annual Plan (AP) or Long Term Plan(LTP)	Contribution of external resource person <ul style="list-style-type: none"> • < 25% • 25-50% • 50% and above 	Nature of Programme <ul style="list-style-type: none"> • Gender sensitization (GS) awareness • Gender responsive programme implementation 	Evaluation <ul style="list-style-type: none"> • Internal • External

10. To what extent have gender inputs been included in other programmes of the institution

- In almost all courses (over 75 %)
- To a large extent (50-75%)
- Sporadically
- Not at all

11. Please list courses/programmes in which gender has been mainstreamed

Name of course	Duration	No of session for gender	Titles of sessions

12. Are the gender training resources available with the institutions?

- | | Insufficient | Adequate | More than necessary |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| • Books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Case studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Journals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Films – audio visual materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. In terms of infrastructure, does the institution have a crèche for its employees /participants? Y/N

- Adequate number and accessible toilets for women? Y/N
- Are the hostels, if any, equally provisioned for men and women? Y/N

If no, list the shortcoming

- -----
- -----
- -----

14. Is the timing and venue for trainings for community level participants/ elected representatives, if any, responsive to their needs? Y/N

15. Where are trainings of elected representatives organised?

Elected representatives community	Panchayat/village	Block	Distt.	State
Community/Panchayat level				
Block level				
District level				

16. Are there any special arrangements for women elected representatives? Y/ N

If yes, they may be described below:

17. List the workshops/ seminars/ Conferences on gender related issues organised by the institution in the last three years.

Name of Workshop	Year	Duration	No of participants		Source of Funding
			M	F	

18. Are there any forms of interventions for capacity building specifically for women?
Y/N

If yes, at what level are these trainings?

- Panchayat level
- Block level
- District level
- State level

19. Kindly indicate the kind of issues addressed

- Leadership
- Skill development (Please define the skill covered)
- Gender awareness and empowerment
- Entrepreneurship
- Other (please name)

20. What is the total number of regular teaching staff in the Institution?

M F Total

21. What is the number of staff who are on deputation/ subject to transfer or on short term contracts.

	Deputation	Short term	Other
Male			
Female			
Total			

22. Of the teaching staff, how many have had gender training?

M F Total

23. Of those who have had gender training. Kindly indicate duration.

M F Total

- 1/2 day or less
- 1 day or less
- 1-3 days
- 3-5 days
- 2 weeks
- 4 weeks

24. Is there staff wholly dedicated to gender training? Y / N

If yes, number of staff dedicated to gender training.

M F Total

If no, Number of staff whose principal charge relates to gender training.

M F Total

25. For how long has the staff whose principal/ only charge is gender training held that responsibility?

No of staff	Duration of being in charge of gender

26. Number of staff who takes sessions on gender?

M F Total

27. Is there a policy for training and development of staff on gender? Y/N

If yes, please attach excerpt/ Copy of circular/ instruction

- Also define if policy is implemented

Fully

Partially

- If partially, extent of implementation in % terms

28. In a typical course what is the mix of methodologies used in % terms?

- Lecture

- Exercises

- Case studies

- Audio visual

29. What is the number of books on gender acquired in the library in 2015-2016?

30. Are there any gender journals that are subscribed by library? Y/N

If yes, please list below:

- -----
- -----
- -----

31. Does the institution work in collaboration/ partnership with other government training institutions or NGO or donor agencies for gender training?

Y/N

If yes, please list below:

- -----
- -----

32. Does the institution have linkages /partnerships/collaboration with the following Women's organisations/civil society organisations? Y/N

If yes please tick, and list names where applicable:

- State resource centre for Women
- State Commission for Women
- National Commission for Women
- Department of Women and Child Development
- Other departments (Specify)
- Gender networks (platforms where various organisations working on gender come together)
- Others (Specify)

33. Does the institution have any focused training for women at community level? Y/N

34. Does the institution have any centre such as SPRC or extension centre which cover gender and which also include inputs on gender? Y/N

35. Any other information about capacity of the institution for gender training that you may like to add? Y/N

(Part-B)

Individual Capacity Assessment

The coordinating or Nodal officer for this questionnaire is requested to share the section below with all individual faculty involved in gender training in the institution. They may be requested to complete and return the form to the Nodal officer by a stipulated date. The form that received may be then collated and uploaded with the rest of the completed questionnaire. The Nodal officer is also requested to indicate the following;

- No of faculty to whom the Individual Capacity Assessment form was sent M/ F
- No of faculty from whom response was received in designated time M/F

Questionnaire for Individual Capacity Assessment (to be filled by those engaged in gender training)

36. Name of individual(Optional)

37. Gender M F

38. Age

- 25-40
- 40-50
- 50-60
- 60 and above

39. Educational background

- University Graduate
- Professional Degree (B.E./B.Tech./MBBS etc)
- Masters degree (MA/M.Com/M.Sc./M.Tech/MBA/M.Phil)
- Ph.D

40. Professional Experience

Profession	No of years
Administration	
Academic	
Public sector	
Private sector	
Civil society organisation	
Funding agency (donor, foundation)	

41. Are you directly appointed as faculty in the institution or on deputation?

Directly Appointed	On deputation (if yes specify parent service)	Year

42. For how long have you been a trainer?

- 6 months
- 6 month -1 year
- 1year -2 year
- 2 year- 3 year
- Above 3 year

43. What are the specific areas that you cover as a trainer? (Example, watershed livelihood, social justice etc.)

- -----
- -----
- -----

44. For how long have you been doing gender training?

- < 1 year
- 1-2 years
- 2-3 years
- 3 years or more

45. Are you responsible for overall coordination or organisation of any gender programme Y/N

If yes, please list the course/programme and duration below:

Course	Duration
---------------	-----------------

- -----
- -----

46. Have you been responsible for overall coordination or organisation of any conference/seminar/workshop on gender in the last 3 years? Y/N

If yes, please list name of conference/seminar/workshop with duration

Conference/seminar/workshop	Duration
------------------------------------	-----------------

- -----
- -----
- -----

47. What is the duration of the gender training/trainings you have attended?

- < 1 week
- 1 week
- 2-4 week
- 4-6 weeks
- 6 weeks or more

48. What is the number of sessions taken by you on gender in the last training year (2015-2016)?

49. List the subjects covered by you in the above training.

- -----
- -----
- -----

50. In gender training, what are the methodologies that you use mostly? Please list below:

- -----
- -----

51. Have you published any articles on gender in any reputed books/journals?

Y/N

If yes, please list the name of article with name of book/journal.

- -----
- -----
- -----

52. Have you developed or been involved in the development of any gender manuals/
training modules on gender? Y/N

If yes, please mention their name below:

- -----
- -----
- -----

53. Please elaborate where and how is the manual being used presently?

54. Please specify if you have been associated in any project or field work related to
gender?

Field work/project/

Duration of association

55. What in your view are some of the strengths/ weaknesses of gender training at your
institution? This could be in term of policy frame work, leadership, resources
(human, financial etc) support for gender etc.

Strengths

Weaknesses

56. What in your view is the impact of the gender training that has been conducted at your institution on the following: Please describe in specific terms (not just Y/N).

Govt. officials/functionaries

- Attitudes / behaviour

- Knowledge

- Skills of participants

- Programme delivery and design

- Programme evaluation

- Policy influence

- Alliance building

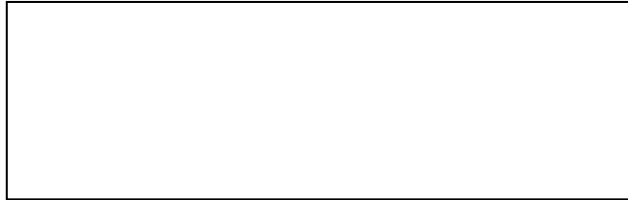


Elected representatives

- Attitudes / behaviour



- Knowledge



- Skills in participants



- Programme delivery and design



- Programme evaluation



- Policy influence

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- Alliance building

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Questionnaire for Online Survey for Participants of Gender Training Courses

Dear,

We request a few minutes of your valuable time as an ex- participant of a training programme which had inputs on gender/ gender training programme held at ATI/SIRD to assist us in a capacity assessment exercise we are conducting of the institution for training in gender equality and women's empowerment.

This is part of a broader project in which the National Gender Centre, LBSNAA and UN Women are partnering to strengthen institutional capacities on Gender Responsive Governance (GRG). The project aims to strengthen capacities of national and sub national governments for gender responsive design and implementation of key schemes and policies, so as to ensure better outcomes for women. One of the primary strategies for this project is capacity development on GRG.

Through this survey, we are seeking to understand how stakeholders perceive the capacity of the institution and individuals in terms of their understanding, knowledge and skills for training on gender equality and women's empowerment and also the nature of the learning/ impact that the training has had.

At this stage we are looking to find the issues that overall affect the quality and nature of gender training as being conducted within the institutions. The purpose at this stage is not to look at the broader issues related to government policy, societal norms etc.

We are looking to find the issues that affect the quality of gender training and not the solution at this stage

Filling the survey should not take about 10 minutes of your time. However, once you start it will not be possible to come back to it at a later juncture?

To provide your response, simply click [Questionnaire](#). Your response will be of huge value for the capacity assessment of these institutions.

Thank you so much

Sarojini Ganju Thakur,
Sr. Consultant
UN – WOMEN
Email: Kasumpti2@gmail.com

Aswathy, S.
Deputy Director, and
HEAD, National Gender Centre ,
LBSNAA
Mussoorie

Online Survey for Participants - Building Capacity for Gender Equality and Women's Empowerment

Name of Institution

Thank you for participating in this survey for assessing capacity of the State Training Institution/ State Institute of Rural Development for training on gender equality and women's empowerment.

Section 1 – Profile of Participant

1. Your Name (optional).

2. Gender. Male Female

3. Your professional Status:

Civil Servant If yes, then

- AIS
- State Civil Service
- Departmental officer
- Department functionary
- Other

Elected representative if yes, then

- District level
- Block level
- Panchayat level
- Urban local body

NGO If yes, then

- National level
- State level
- District level
- Sub -district

Others (e.g. donor agency/ Pvt. Sector) please specify level

4. Your highest education degree.

- High school
- University graduate
- Professional degree (B. Tech, MBBS)
- Master's Degree (M.A., M.B.A., M. Com, M. Tech)
- Ph.D

5. Your age group

- 25-35
- 35-50
- 50-65
- 65 and above

6. Where are you currently living?

- Village
- Block
- District
- Town/city /

7. What was the name of the gender training programme attended by you ATI Mysore
(This will change with the name of the institution)?

Or

What was the name of the training programme attended by you which had gender inputs?

8. Which year did you attend the training programme?

- 2015 - 2016
- 2014-2015
- 2013-2014
- 2011-2014
- Before 2011

9. What was the total duration of the inputs on gender?

- 2 sessions
- I day or less
- 1-2 days
- 2-5 days
- Upto 2 weeks

Section 2 -Key Factors in Successful Capacity Building on Gender

Please assess whether the factors listed below are important for a successful capacity building on gender. There is a scale of 1 to 5 where 1 represents the lowest 1 = Not at all and 5 represents extremely Important.

The training / capacity building should have following features:

- | | |
|--|------------------|
| 1. Clear definition of rationale for gender training. | 1 2 3 4 5 |
| 2. Relevance and applicability to work. | 1 2 3 4 5 |
| 3. Provide equal opportunity to participate for women and men. | 1 2 3 4 5 |
| 4. Gender sensitive resource persons | 1 2 3 4 5 |
| 5. Gender sensitive training curriculum and methodology | 1 2 3 4 5 |
| 6. Key resource materials are provided | 1 2 3 4 5 |
| 7. Engage interest of participants throughout | 1 2 3 4 5 |
| 8. Lead to a better understanding of: | |
| • Gender and gender equality | 1 2 3 4 5 |
| • Gender and development | 1 2 3 4 5 |
| • Mainstreaming gender into projects/programmes | 1 2 3 4 5 |
| • Gender and organizations | 1 2 3 4 5 |
| 9. Lead to greater self awareness of bias, culture and assumptions regarding gender. | 1 2 3 4 5 |
| 10. Enabling training environment for both women and men participants. | 1 2 3 4 5 |
| 11. Establish gender sensitive outputs and indicators for training follow-up and monitoring purpose. | 1 2 3 4 5 |
| 12. Evaluate change in participants through baseline/endline questionnaires. | 1 2 3 4 5 |
| 13. Measure impact by change in: | |
| • Attitudes/behaviour | 1 2 3 4 5 |
| • Skills of participants | 1 2 3 4 5 |
| • Knowledge | 1 2 3 4 5 |
| • Programme delivery and design | 1 2 3 4 5 |
| • Policy influence | 1 2 3 4 5 |
| • Networking | 1 2 3 4 5 |
| 14. Gender training should be systematic, not "one-off". | 1 2 3 4 5 |

Section 3- Factors Related to the Actual Training Process

As an ex participant of a programme on gender /programme which had gender inputs we would request you to assess your training experience at that institution.

In the training attended by you assess the following features There is a scale of 1 to 5 where 1 represents the lowest 1 = Not at all and 5 represents extremely important.

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 1. Clear definition of rationale for gender training. | 1 | 2 | 3 | 4 | 5 |
| 2. Relevance and applicability to work. | 1 | 2 | 3 | 4 | 5 |
| 3. Provided equal opportunity to participate for women and men. | 1 | 2 | 3 | 4 | 5 |
| 4. Gender sensitive resource persons. | 1 | 2 | 3 | 4 | 5 |
| 5. Participatory training methodology. | 1 | 2 | 3 | 4 | 5 |
| 6. Key resource materials provided. | 1 | 2 | 3 | 4 | 5 |
| 7. Engaged interest throughout the training. | 1 | 2 | 3 | 4 | 5 |
| 8. Led to a better understanding of: | | | | | |
| • Gender and gender equality | 1 | 2 | 3 | 4 | 5 |
| • Gender and development | 1 | 2 | 3 | 4 | 5 |
| • Mainstreaming gender into projects/programmes | 1 | 2 | 3 | 4 | 5 |
| • Gender and organizations | 1 | 2 | 3 | 4 | 5 |
| 9. Led to enhanced self awareness of bias, culture and assumptions regarding gender. | 1 | 2 | 3 | 4 | 5 |
| 10. Enabled training environment for both women and men participants. | 1 | 2 | 3 | 4 | 5 |
| 11. Established gender sensitive outputs and indicators for training follow- up and monitoring purpose. | 1 | 2 | 3 | 4 | 5 |
| 12. Change evaluated in participants through baseline/endline questionnaires. | 1 | 2 | 3 | 4 | 5 |
| 13. Gender training impacted on the following: | | | | | |
| • Attitudes/behaviour | 1 | 2 | 3 | 4 | 5 |
| • Skills of participants | 1 | 2 | 3 | 4 | 5 |
| • Knowledge | 1 | 2 | 3 | 4 | 5 |
| • Programme delivery and design | 1 | 2 | 3 | 4 | 5 |
| • Policy influence | 1 | 2 | 3 | 4 | 5 |
| • Networking | 1 | 2 | 3 | 4 | 5 |
| 14. Gender training has been followed up. | 1 | 2 | 3 | 4 | 5 |

Section 4 - Looking Back on the Course

1. How would you rate the course/inputs (1 is lowest and 5 highest)

1 2 3 4 5

2. What did you like most about the course/inputs? Pl explain

3. What would you recommend changing about the course/inputs? Explain

4. What additional training (if any) would be helpful? Explain

Section 5- Small Quiz on Gender and Gender Concepts

T=True, F= False

1. Gender and sex are different words but have the same meaning. (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)

Analysis of Online Survey for ex -participants on Gender Trainings Attended at State Level Institutions

Purpose

An online survey questionnaire was designed (Annex3) to understand how ex-participants of gender training programmes perceive the capacity of the institutions and individuals for that purpose in terms of their understanding, knowledge and skills for training on gender equality and women's empowerment and also the nature of the learnings / impact that the training has had. The purpose at this stage is not to look at the broader issues related to government policy or societal norms, but to assess the nature and quality of gender training. In addition some of the institutions raised the issue about their inability of participants to respond in English. Given the limited time and effort to get it translated in a time bound manner, it was decided to ahead in English fully realizing that the responses cannot be construed to be representative but are only indicative of certain.

The questionnaires were sent out through ATIs/ SIRDs and the data was collected in the online software Survey Monkey at the end of September to the beginning of November 2016.

Although there were 49 participants who responded to the survey, only 35 persons responded and successfully participated in the questionnaire. These are results of an online survey – and as such the results will under-represent the findings and experience of ex-participants of trainings that did not participate in the survey.

Questionnaire - Profile of Participants

- Over two third of the respondents were women (71%) and the rest of the respondents were men.
- The majority of the respondents (54%) were between the age of 35-50, the other participants were between 25-35 (23%) and 50-65 years old (23%).
- The majority of the participants (54%) lived in a town/city,34% lives in at district the adquarters, and the rest (11%) lived in a block.
- A large number of participants (78%) participated in the trainings in Odisha and Andhra Pradesh organized by the SIRD & PR (69%). The rest of the respondents participated in trainings in Telangana and Madhya Pradesh (22%) organized by the NIRD & PR and ATI (31%).
- About half of the participants (49%) were civil servants, of which predominantly (64%) belonged to the state civil service. The other participants are mostly from other sectors such as the private sector and donor agencies, universities and researchers.
- Small percentages (6%) of the participants were elected representatives from the district level.
- All the respondents that were from NGOs were mostly from the state level (50%), of half were from the district level (25%) and sub district level (25%).
- The majority of the respondents (66%) had a Master's Degree, a small percentage (14%) had a Ph.D and the rest (20%) of the participants either had a professional degree or a university graduate degree.

- Most of the participants attended the training in 2015-2016 (71%), the others attended the training in the years before.
- A large proportion of the respondents (60%) reported that the total duration of the inputs on gender was 2-5 days; the rest of the duration of the inputs on gender is less than that.

Main Results

Below is a summary of the main findings with respect to important factors for a successful capacity building on gender equality. The questionnaire was designed so that respondents were asked to first rank the extent of the importance of the below listed factors for a successful capacity building on gender. Subsequently, the respondents were asked to rank their personal experience of the training at the institution in respect of those factors. The analysis of these results will show us the extent of the gap between the respondents' opinion on the importance for a successful capacity building on gender and their findings of the quality of the training at the institution. It will also provide us an insight into the nature of gaps in the current gender training.

The participants answered both the questions according to a scale of 1 to 5; 1 represents the lowest, 1 = not at all, 2 = slightly important, 3 = neutral, 4 = important and 5 represents extremely important.

Clear Definition of Rationale for Gender Training

More than half of the respondents (56%) identified the clarity of a definition of rationale for gender training as extremely important. However, far under half of the respondents (30%) experienced to have gained a clear definition of rationale for gender training.

Relevance and Applicability to Work

Around half of the respondents (48%) identified relevance and applicability to work as an extremely important factor for a successful capacity building on gender, whereas far under half of the respondents (30%) identified the training to be relevant and applicable to their work.

Provide Equal Opportunity to Participate for Women and Men

More than half of the respondents (63%) identified providing equal opportunity for participate for men and women as extremely important, whereas a quarter of the respondents (25%) experienced to have gained knowledge on equal opportunity to participate for men and women.

Gender Sensitive Resource Person

Most of the respondents (89%) identified gender sensitive resource persons as an extremely important factor for the training, whereas a bit more than two-third of the respondents (70%) experienced the presence of gender sensitive resource person.

Gender Sensitive Training Curriculum and Methodology

A majority of the respondents (70%) identified the gender sensitive training curriculum and methodology to be an extremely important for gender training, whereas less than half of the respondents (45%) felt it to be reflected at their training institution. A significant part of the respondents (45%) experienced it to be slightly present at the training institution.

Key Resource Materials are Provided

Around half of the respondents (46%) identified the provision of key resource material as important for gender training and the rest (54%) identified it as a neutral factor or a factor of little importance. Regarding the training experience, almost half of the respondents (55%) experienced that most key resource materials were provided, whereas the rest (45%) experienced that little or moderate.

Engage Interest of Participants Throughout

A majority of the respondents (70%) identified engaging the interest of participants throughout an extremely important to important factor of rationale for gender training and the rest (30%) identified it as a neutral factor. With regard to the experience of the training, the majority (70%) experienced an engaging interest of participants throughout and the rest experienced it as neutral (20%) and slightly present (10%).

Lead to a better understanding of:

- Gender and gender equality
- Gender and development
- Mainstreaming gender into projects/programmes
- Gender and organizations

The majority of the respondents (70-80%) identified the factor leading to a better understanding of gender and gender equality, gender and development, mainstream gender into projects and gender and organisations as an extremely important to important factor and the rest (20-30%) identified the factors as neutral to little important.

Regarding the experience of the training, the majority (55%-75%) experienced the training to lead to a better understanding of these factors, whereas the rest (30%-45%) experienced these features to be neutral to little understood after the training.

Lead to Greater Self-awareness of Bias, Culture and Assumptions regarding Gender

The majority of the respondents (70%) identified the factor leading to enhanced self-awareness of bias, culture and assumptions regarding gender to be extremely important to important and the rest of the respondents (30%) identified the factor to be neutral to little important of rationale for gender training. Regarding the experience of the training, more than half of the respondents (65%) experienced that the training led to greater self-awareness of bias, culture and assumptions regarding gender and the rest (35%) experienced this factor as neutral to little increment of self-awareness.

Enabling Training Environment for both Women and Men Participants

The majority of the respondents (81%) identified the factor enabling training environment for both women and men participants to be extremely important. The rest (19%) identified it as a neutral factor to little important of rationale of gender training. Regarding the experience of the training, the majority (80%) experienced an enabled training environment for both women and men participants, whereas the rest experienced it as neutral (15%) and not present at all (5%).

Establish Gender Sensitive Outputs and Indicators for Training Follow-up and Monitoring

Purpose

Over a half of the respondents (63%) identified the factor establishing gender sensitive outputs and indicators for training follow-up and monitoring purpose to be an extremely important factor for gender training. The rest (27%) identified the factor as a neutral to little important. Regarding the experience of the training, more than half of the respondents (55%) experienced that the training established gender sensitive outputs and indicators for training follow-up and monitoring purposes, whereas the rest (45%) of the respondents experienced the establishment of gender sensitive outputs and indicators for training follow-up and monitoring purposes neutral to little.

Evaluate Change in Participants through Baseline/Endline Questionnaires

More than half of the respondents (59%) identified evaluating change in participants through baseline/endline questionnaire to be important factor for gender training and the rest (41%) identified the factor as neutral to little important. Regarding the experience of the training, less than half of the respondents (45%) experienced the training to have evaluated change in participants through baseline/endline questionnaires, whereas the rest (55%) experienced the factor in the training as neutral to little important.

Measure Impact by Change in:

- Attitudes/behavior
- Skills of participants
- Knowledge
- Programme delivery and design
- Policy influence
- Networking

Around half of the respondents (59%-67%) identified measuring impact by change in the mentioned factors to be neutral to important, a small part of the respondents (14%-28%) identified it to be extremely important and the rest (4%-27%) identified it as little important. Regarding the experience of the training, more than half of the respondents (50%-75%) experienced these listed factors to be neutrally present, a small part (25%-35%) experienced it to be extremely present and an even smaller part of the group (5%-25%) experienced it to be of little presence.

Gender Training should be Systematic, not 'One-Off'

The majority of the respondents (70%) identified it to be important to very important that the gender training should be systematic and the rest of the respondents are neutral (15%) to identifying little importance (15%). Regarding the experience of the training, almost half of the respondents (45%) experienced a follow up of the training, whereas another big group (35%) experienced it as neutral to no follow up (20%).

Overall Experience of the Course and Recommendations

In this section the participants were asked to look back on the course and rate it according to their personal experience.

To start with, the respondents were asked to rate the course on a scale from 1 to 5, 1 representing lowest and 5 highest. A minority of the respondents rated the course very high (11%) and almost half of the respondents (47%) rated the course high. The rest of the respondents (42%) rated the course average.

Second, the respondents were asked to write down what they liked most about the course in their own words. Most respondents experienced the course to be helpful in terms of understanding the concept of gender and gender sensitivity. Furthermore, the discussions and dialogues with a mix of the diverse participants, from employees, elected representatives and NGOs were considered fruitful and meaningful. Finally, the field visit was considered to be very helpful in terms of understanding the difficulties faced by women in marketing their products.

Following, the respondents were asked to recommend changes on the course. Most importantly, an extended length of the training programme has been recommended and more sessions on personal development, engage more training methodologies using games, case studies, project works and role plays. Furthermore, respondents recommended using more practical experience during the course and focusing more on how to translate the learnings of the training into practice. Finally, respondents recommended to do a follow up on the training to strengthen knowledge.

Finally, the respondents were asked what additional training they think would be helpful. Most of the respondents referred to training on gender planning, law enforcement in women protection, gender impact measurement and reflective and shared learning. Field visits and practical case studies have been recommended to have a better understanding of girls' lives in villages. Finally, a more active training has been brought up to have a better understanding of the learnings of the training.

Quiz

The last section is dedicated to a small quiz of 10 questions. The goal of the quiz is to test to what extent the participants of the trainings have understood the content of the training.

Overall, the majority of the participants (84%) understood that gender equality includes equal treatment of women and men. It has also been understood widely (89%-95%) that gender mainstreaming 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 and that it refers to equal rights, voice, opportunities and responsibilities for men and women in societies, at work and in the home.

However, almost half of the participants (47%) answered the question on whether gender and sex are different words but have the same meaning, wrong. Moreover, the same percentage of participants agreed with the statement that gender equality is not about taking into account difference, disadvantage and diversity between men and women. The above gives an idea of the extent to which the training was able to be fully internalized.

Apart from the general recommendations outlined above which came from participants themselves several of the more important aspects that came to light which need to be taken into account in the design of future trainings is that the rationale for gender training and its relevance and applicability to work as most participants were not able to make these linkages. It is clear also that the gender training was mostly at the level of gender sensitization.

Some of the replies seem to have ticked without much application such as that on the baseline/endline questionnaires. In the course of the visits of the state level institutions we did not find that baseline questionnaires formed part of the training and also that there was any evaluation in terms of knowledge at the beginning and end of course. The feedback at the end of courses was more the response to individual sessions and their quality, and also the nature of logistical arrangements.

Lastly, it deserves to be reiterated that the sample size was too small to form the basis of generalizations but it does give us some insight as to the responses/ reactions of some ex participants to the gender equality training that they have undergone. It helps to confirm some observations that we have concluded from the visits to institutions.

List names of people met**Detail of Institutions/ Organisations Visited and People with whom Interaction were Held**

Andhra Pradesh Meetings 20-24 Oct. 2016		
S.NO.	Name	Designation
Government Officers		
		Additional Chief Secretary, PR, GOAP
	Ms. Jayalakshmi	Secretary, WCD, GOAP
	Mr Chakravarty	Additional Commissioner, Directorate, Guntur
	Ms. Jayalakshmi	Secretary, WCD, GOAP
	Mr. B. Ramanajuyelu	Commissioner, PR, GOAP
State Level Training Institutions		
<i>Administrative Training Institute</i>		
	D. Chakrapani	Director General, ATI, Bapatla
	Vatsalya	Accounts, Core Staff, ATI, Bapatla
	Sandhya	Training Coordinator, Jhansi
	Srija	Project Coordinator (from Hyderabad)
	Mrs Bharati	
	Sri Rao	
	Ravi	Junior Project Officer
	Mahendra Reddy	Training Coordinator
	Ramesh	Project Coordinator
	Rajesh	Training Coordinator
	PV Reddy	Facilities Coordinator
<i>APSIRD</i>		
	Mr Abdul Haleem	Deputy Director (deputation from DoPR- 4 th year)
	Ms G. Satyavani, Faculty	Deputation from DoPR
	Ms. P. Madhuri	Deputation from DoPR 7 th year
	Ms. PSV Bhavani,	UN Women State Project Officer
Civil Society Organisation		
<i>SERP</i>		
	Usha Rani	Project Staff, SERP, Andhra Pradesh, Gender Focal Point, SERP
	Sreenivas Baba	Director, Livelihoods, SERP
	Aruna	Project Manager

Karnataka Meetings 25 & 26 Nov.2016	
State Level Training Institution	
Administrative Training Institute	
Navitha	Administrative Training Institute (on deputation from University of Mysore)
Dr Yog Mala	Legal Expert
SIRD	
Dr Ganesh Prasad	Director, SIRD
KR Shanker	Faculty
Abul Bakr	Faculty
MYKAPS (Names to be filled)	
Madhya Pradesh Meetings 10, 11 & 23 Nov. 2016	
State Govt. Officials	
Ms. Neelam Shami Rao	Principal Secretary Panchayati Raj
Mr Kansotia	Principal Secretary , Women and Child Development
State Level Training Institution	
Administrative Training Institute	
Ms. Kanchan Jain	Director General, ATI
RD Choube	Faculty(Accounts & Budget)
Ajay Khosla (on deputation from Irrigation deptt)	Faculty - coordinate trainings for technical departments (canal design, maintenance)
Ruchi Jain	(IT)
MP SIRD is missing ... JABALPUR	
Government officers	
Civil Society Organisations	
Mahila Chetna Manch	
Nirmala Buch	(RGPSA – Central Executive Committee), Mahila Chetna Manch
PRADAN	
Sameer Kumar	(part of National Forum for Land Rights- MAKAAAM)
Archana	-do-
Sunandita Banerjee	(Coordinate capacity building – liaison with Jagori)
Ashok Sarnal	Faculty
Jagat Ram	Faculty

Orissa Meeting 19-21 Sept. 2016	
State Govt. Officials	
Shri D. K. Singh, IAS	Secretary, PR , Odisha
Shri Vishal Kumar Dev, IAS	Commissioner-Secretary, WCD
Shri D Prasanth K Reddy, IAS	Director(Social Welfare)
Shri Girish S N, IAS	Director, SIRD
Ms. Amita Patel	Gender Trainer - SRCW, WCD
One Member each from NOP and WCD department	
State Level Training Institution	
<i>Administrative Training Institute</i>	
Mr. Sangram Mishra	Director General, ATI
Dr. Julius Lakra	Faculty of the ATI
Dr. Girish Prasad Sai	Faculty of the ATI
<i>SIRD</i>	
Shri Girish S N, IAS	Director, SIRD
Dr Saroj Das	Deputy Director, SIRD
Ms. Amita Patra	Faculty
Mr. Mainak Sarkar	UN Women Nodal Officer
Rajasthan Meeting on 4-7 Oct. 2016	
State Govt. Officials	
Shri Sudersan Sethi, IAS	Principal Secretary, RD & PR and DG IGPRS & GVS-SIRD, Jaipur
Shri Kuldeep Ranka, IAS	Secretary, Women & Child Development Department, GoR
Shri Anand Kumar, IAS	Secretary & Commissioner, Panchayati Raj Department
Ms. Richa Khoda	Commissioner
Mr. Rohit Kumar, IAS	Commissioner, NREGS, Govt. of Rajasthan
Ms. Amita Choudhury	Member Secretary, SCW, GoR
Ms. Kamala, Project Coordinator	Gender Cell- Women Empowerment, GoR
Ms. Shabnam, Aziz	Director, The Hunger Project
State Level Training Institutions	
<i>Administrative Training Institute</i>	
Gurjot Kaur	Director General
Karuna Pandey	Head of Gender Cell

	Faculty Members	
	IGPRS & GVS-SIRD	
	Dr. Anita, Professor and Nodal Officer	Professor/ PRI Trg. & UN Women UN Women/RGPSA
	Sh. S. K. Agarwal	Professor, IGPRS & GVS- SIRD
	Sh. Praveen Singh	Associate Professor, Watershed
	Sh. P.C.Goyal	Assistant Professor
	Dr. C. Dheeraja	Associate Professor, NIRD Government of Rajasthan
	Mr. Rakesh Rajoria	Additional Director, IGPR & GVS
	Institute of Development Studies	
	Ms. Kanchan Mathur	Officiating Director and Coordinator of the Women's/Gender Studies Unit
	Ms. Shobhita Rajgopal	Associate Professor
	Ms. Sharada Jain	Gender Expert
	Telangana Meeting 17-20 Oct. 2016	
	State Govt. Officials	
	Shri Jagadesshwar	Secretary, Department of WCD, Govt. of Telangana
	Neethu Kumari	Commissioner, Panchayati Raj, Telangana
	Ms. Viziindira Boyi	Director, DWCD
	State Level Training Institutes	
	Administrative Training Institution	
	Dr. Kotal Tirupataiah, IFS	Additional Director General
	Dr Deepa Nair	Faculty, ATI (Interaction with Faculty Members)
	TSIPARD	
	Kusuma Madhuri	Head, Gender Centre
	Interaction with Faculty Members	
	Interaction with Faculty, Telangana SIRD, Hyderabad	
	Societies/Organizations/Experts	
	Meeting with Kameshwari , Mahila Samakhya	
	Mr Vengal Reddy	SERP
	National Institute of Rural Development (NIRD)	
	Dr WR Reddy	Director General, NIRD&PR
	Dr CS Singhal	Head, Gender Centre

	Shivaram	Profession, Centre for rural Infrastructure
	Dr. NV Madhuri	Faculty
	Poonam Singhal	UNICEF, Consultant
	Jeyalakshmi	Head, Centre for Panchayati Raj
	Durga Prasad	Training Department
	Sucharita Pujari	
	Surekha,	NRLM
	Venkatesh	NRLM

List of Schools and Centres at NIRD

Schools - 6 Centres - 23

1. SCHOOL OF DEVELOPMENT STUDIES & SOCIAL JUSTICE

Centre for Agrarian Studies
Centre for Equity & Social Development
Centre for Gender Studies & Development
Centre for Human Resource Development
Centre for PG Studies and Distance Education

2. SCHOOL OF LOCAL GOVERNANCE

Centre for Decentralised Planning
Centre for Panchayati Raj
Centre for Social Audit

3. SCHOOL OF PUBLIC POLICY AND GOOD GOVERNANCE

Centre for Corporate Social Responsibility, Public Private Partnership & Peoples Action
Centre for Good Governance & Policy Analysis
Centre for Planning, Monitoring & Evaluation

4. SCHOOL OF RURAL LIVELIHOODS AND INFRASTRUCTURE

Centre for Financial Inclusion & Entrepreneurship
Centre for Livelihoods
Centre for Rural Infrastructure (CRI)
Centre for Skills and Jobs
Centre for Wage Employment

5. SCHOOL OF SCIENCE, TECHNOLOGY AND KNOWLEDGE SYSTEMS

Centre for Geo-Informatics Applications in RD
Centre for Innovations and Appropriate Technologies

6. SCHOOL OF SUSTAINABLE DEVELOPMENT

Centre for Climate Change and Disaster Management Disaster Mitigation
Centre for Natural Resource Management

PROFESSIONAL SUPPORT CENTRES

Centre for Development Documentation & Communication
Centre for Information Communication & Technology
Centre for Research & Training Coordination & Networking