Needs Based Assessment Study Report

To Develop a Training Module for Civil Servants and Create a National Pool of Trainers

Prof. Lakshmi Lingam and Ms. Janice Lazarus

Tata Institute of Social Sciences

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ACKNOWLEDGEMENTS

Executive Summary

Background to the Study:

The Department of Personnel and Training (DoPT) in collaboration with United Nations Development Programme (UNDP) commissioned this project to carry out a Needs Assessment of ATIs and CTIs in terms of training requirement in the area of gender; develop gender modules and carry out training of a National Pool of Trainers on Gender. In this regard, Tata Institute of Social Sciences (TISS) has been commissioned through a bidding process to fulfil the project requirement. The gender training module that is to be developed is intended to be enabling rather than prescriptive. The aim is to develop Modules that besides informing civil servants on fundamental issues related to Gender, Development and Good Governance also act as a practical enabling guide.

Study Methodology:

The Training Needs Assessment Study relied on interviewing Key persons at ATIs and CTIs who are in-charge of planning and implementing gender trainings; and reached out to all ATIs and CTIs to fill out a detailed survey regarding gender trainings being conducted at their institute. In addition to this, key stakeholder interviews were conducted with persons from select government and non-government bodies that align with Gender trainings.

Key Findings:

- Institutes reflected the need to learn skills/tools on incorporating gender within schemes and programmes and moving beyond gender sensitisation.
- Gender Sensitisation trainings are being replaced by trainings regarding Prevention of Sexual Harassment at the Workplace law.
- Due to lack of standardised modules on gender trainings, therefore different messages are being conveyed on the same subject.
- Most Institutes collaborate with external resource persons for gender training. Few have internal resource persons for gender training. While this provides for opportunity to draw from competencies external to the Institute, in the absence of standard modules, the quality of training is probably being compromised.
- There is a need to look at Gender from a gender relations focus and not merely from the point of view of men and women.
- There is no attempt being made to mainstream gender into trainings being conducted on National Flagship programmes such as National Rural Livelihoods Mission, National Health Mission, MNREGA, etc.
- ATIs welcomed the idea of standard modules on gender and gender mainstreaming but requested for not just a National Pool of Trainers but also a State Pool of Trainers who have an understanding of the cultural nuances of the state and can speak in the regional language.

Way Forward

- Setting up an Advisory team for the project
- Identifying and compiling all the existing gender training modules and content.
- Identifying and inviting prospective gender module writers, Advisory Committee, DoPT senior Officials, UNDP and few representatives from ATIs to a one day consultation meeting around mid April for sharpening the structure of the content & its delivery
- Having the content approved by the Academic Council of TISS for various certifications.
- Then moving towards the training of National and possible State Pool of Trainers.

Needs Based Assessment Study Report

To Develop a Training Module for Civil Servants and Create a

National Pool of Trainers

1. Background to the Study

Gender issues were brought into focus within development and policy dialogue in India during the 1980s. The Sixth Five Year Plan (1980-1985) made a shift in perspective moving from welfare to development and recognised women's lack of access to resources as a critical factor impeding the country's growth.

It was around this time that gender trainings were introduced as part of larger training programmes for bureaucrats and government officials in India. The idea was to mainstream issues of gender, especially related to women (and children), and to instil a gender focus within government programmes. Through the gender trainings it was envisaged that issues specific to women would be addressed, as well as spaces would be created to look at gender relations and involve women's participation within government programmes and schemes; thus, making women stakeholders in the development of their communities and society. Presently, gender trainings for government officials and bureaucrats are carried out through ATIs[1], CTIs[2] and through other agencies and bilateral-multilateral organisations with expertise in Gender training. The gender trainings are planned, organised and implemented by each institute on their own, and the topics and duration of the trainings vary across institutes.

A mapping exercise was commissioned by UNDP to highlight the status of gender trainings in ATIs and CTIs. The mapping exercise involved an online review of websites of ATIs and CTIs, highlighted the nature of gender trainings and made recommendations for developing standardised gender training modules.

The Department of Personnel and Training (DoPT) in collaboration with United Nations Development Programme (UNDP) commissioned this project to carry out a Needs Assessment of ATIs and CTIs in terms of training requirement in the area of gender; develop gender modules and

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[1] Administrative Training Institutes
[2] Central Training Institutes

carry out training of a National Pool of Trainers on Gender. In this regard, Tata Institute of Social Sciences (TISS) has been commissioned through a bidding process to fulfill the project requirement. The gender training module that is to be developed is intended to be enabling rather than prescriptive. The aim is to develop Modules that besides informing civil servants on fundamental issues related to *Gender, Development and Good Governance* also act as a practical enabling guide.

The module is meant to achieve two fold objectives[3].

- First, it is meant to enable civil servants with practical guidance to understand and critically analyze gender, and create gender friendly environment within their homes and workspaces.
- Second, it is meant to equip civil servants with informed knowledge and understanding of debates and issues related to Gender, Development and Good Governance, and learn about gender tools in order to support and facilitate inclusive development.

1.1 Background- Needs Assessment Study

As the first step in working towards developing Gender Training Modules for ATIs and CTIs, a needs based assessment study has been conducted. The study sought to enhance the rigour and validity of the findings that emerged from the Mapping Exercise, by conducting a Survey with institutes and by conducting interviews with select ATIs, CTIs and stakeholders.

1.2 Approach and Methodology

1.2.1 Interviews with ATIs and CTIs

For the purpose of the needs assessment all institutes were graded on a scale of A, B and C, with C being the lowest and A being the highest, based on the information that is available on the organisational websites[4]. This grading was done purely for hueristic purposes since we were aware that not all institutions paid the same level of attention to updating their websites. The grading was used for arriving at a representative list of organisations by region for purposes of institutional visits and personal interviews.

Letters were sent to the heads of institutes, following which TISS team as well as personnel from DoPT telephonically communicated with the institutes to schedule in-person as well as telephonic interviews. (See Section 4 on Findings for list of Institutes interviewed)

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[3] Based on RFP

[4] C= no gender training, or gender discussed within other trainings;
B= Issue based/information sharing trainings such as violence, crime, disaster management, schemes/laws etc.;
A= trainings specifically focussed on gender and its application as an analytical concept and skill based tools such as gender budgeting, gender transformative tools etc.

1.2.2 Key Stakeholder Interviews

Government as well as non-government bodies that work on issues of gender and in particular gender trainings were identified. Key persons from the organisations were contacted and in-person interviews as well as telephonic interviews were scheduled. (See Section 5 for list of Stakeholders interviewed)

1.2.3 Survey

A Survey (see Annexure for Survey) was developed to seek broad primary information on gender trainings being conducted at ATIs and CTIs. The Survey was sent via email by DoPT to all ATIs and CTIs in the country, and institutes were asked to respond within a period of 15 days.

The questions broadly asked for information regarding the nature of ongoing trainings at the institute, availability of resources persons, constraints experienced and the topics that should be focussed in gender trainings.

2.Training Needs Assessment- Findings

2.1 Participation of ATIs and CTIs in the Study

There are a total of 32 ATIs and 26 CTIs (58 Institutes) in India. Of these, 23 ATIs and 1 CTI participated in the Survey; while concerned individuals from 4 ATIs and 3 CTIs were interviewed. Overall, 24 Institutes participated in the Needs Assessment Study, either in the Survey or interview or both. Figure 1 below graphically represents this information.

Figure 1: Participation of ATIs and CTIs
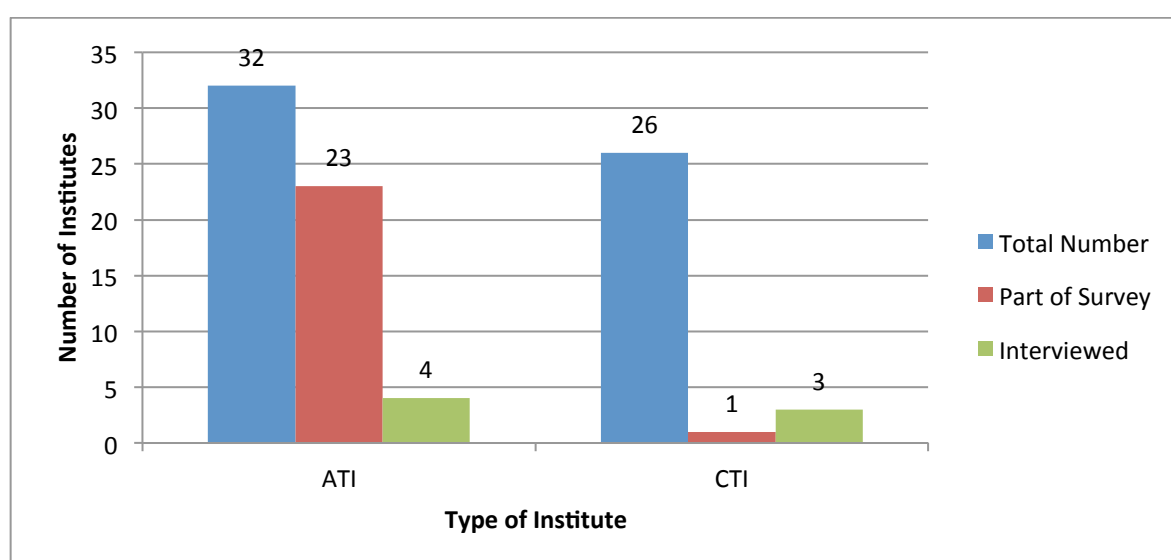
Source: Survey and Interviews

2.2 Regional Distribution of Institutes

For the purpose of the study, an attempt was made to have representation from all parts of the country. The ATIs and CTIs were categorised based on regional zones (North, East, West, South and North East). Figure 2 indicates the zonal participation of ATIs and CTIs (together referred to as institutes) in the study. There are a total of 58 institutes; of this 30 institutes are located in the North, 7 in the South, 4 in the East, 8 in the West and 9 in the North-East. Since, CTIs are central institutes they are located near the capital of the country; therefore, the number of institutes in the North of the country is markedly high.

7 institutes from the North participated in the Survey and 1 was interviewed. 5 institutes from the South participated in the Survey, while 4 were interviewed. In the East 4 institutes participated in the Survey. 1 institute participated in the Survey and 2 were interviewed from the West. Of the 9 institutes in the North East 7 participated in the Survey. Figure 2 below graphically represents this information.

Figure 2: Regional Distribution of Institutes
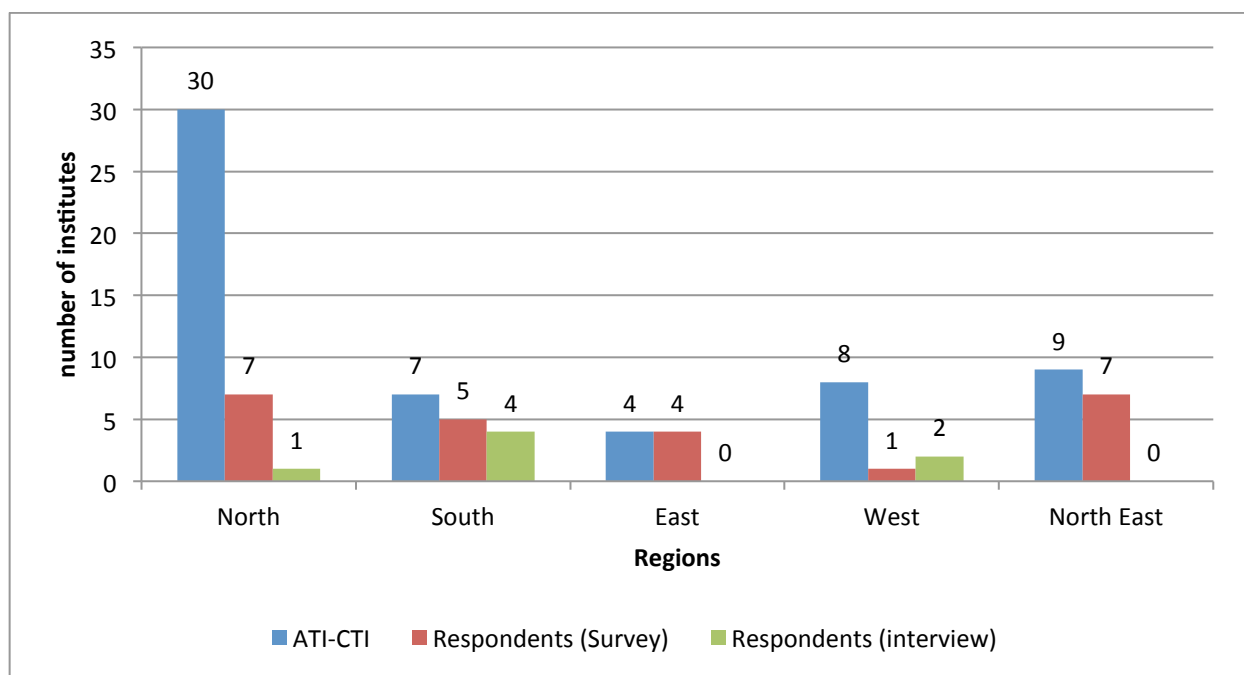
3. Survey Specific Findings

3.1 Trainings at Various Levels
Trainings at ATIs and CTIs are broadly divided into four categories.

Probationer Trainings are conducted with new recruits across all cadres of Civil Servants. The duration of these trainings vary according to the needs or mandate of specific roles, positions and designations.

Promotion Trainings are conducted whenever a Officers of the State cadre gets a promotion. The purpose of this is to train them and upgrade their capacities, such that they can effectively undertake their new roles and responsibilities.

Refresher Trainings are expected to be undertaken by Government Officers every 7 years with the aim to upgrade their knowledge and skills.

Customised trainings are conducted in a capsule form for a fixed number of days and focus around a particular topic. These trainings focus on building subject specific knowledge and skills.

Figure 3 graphically represents general and gender specific trainings conducted at ATIs and CTIs across the four broad training categories. The data obtained through the Survey highlights that 23 institutes (of 24 that participated in the Survey) conducted probationer trainings of which 19 institutes incorporated some kind of gender component in probationer trainings. 18 Institutes conducted promotion trainings of which 12 incorporated a gender component. Of the 23 Institutes that conducted Refresher Trainings 17 incorporate some kind of gender component. 22 Institutes conducted Customised trainings of which 18 conducted Gender specific customised trainings.

The data indicates that not all trainings incorporate gender as a component. For eg., trainings on Disaster Mangement would not have any sessions on gender and other stratifiers that create specific vulnerabilities that need to be addressed. This reflects that gender is not being mainstreamed within trainings. Understanding this along with information gained through interviews, it was seen that Gender related trainings are often related to "Sexual Harassment at the Work Place". The Survey was therefore unable to capture the depth or level of gender trainings conducted at the institutes.

Figure 3: Trainings at Various Levels
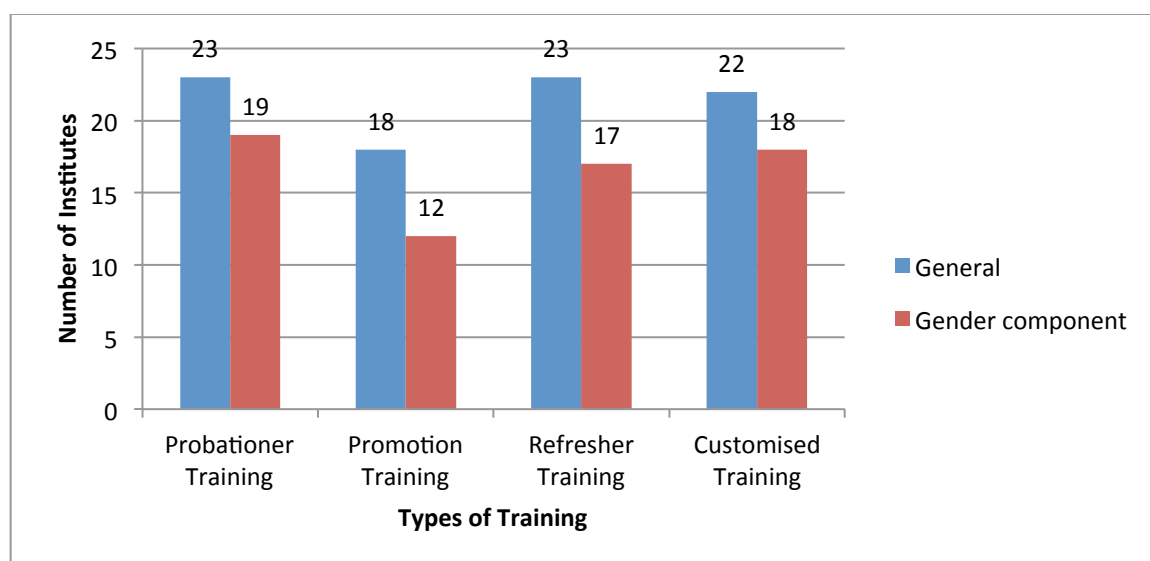
3.2 Number of Participants in Gender Training

The Survey gained data regarding the average number of participants in gender training programmes. It was seen that 13 out of the 24 Institutes that participated in the survey had less than 30 participants on average in gender trainings, 8 Institutes had 30-50 participants, 1 had 80-100 participants and 2 had between 100-150 participants. This reflects that most gender training programmes have less than 50 participants. The training modules that will be developed can focus on a participant group size of maximum 50 persons. Refer to Figure 4 for graphical representation of data about participant numbers.

Figure 4: Number of participants per Gender training programme
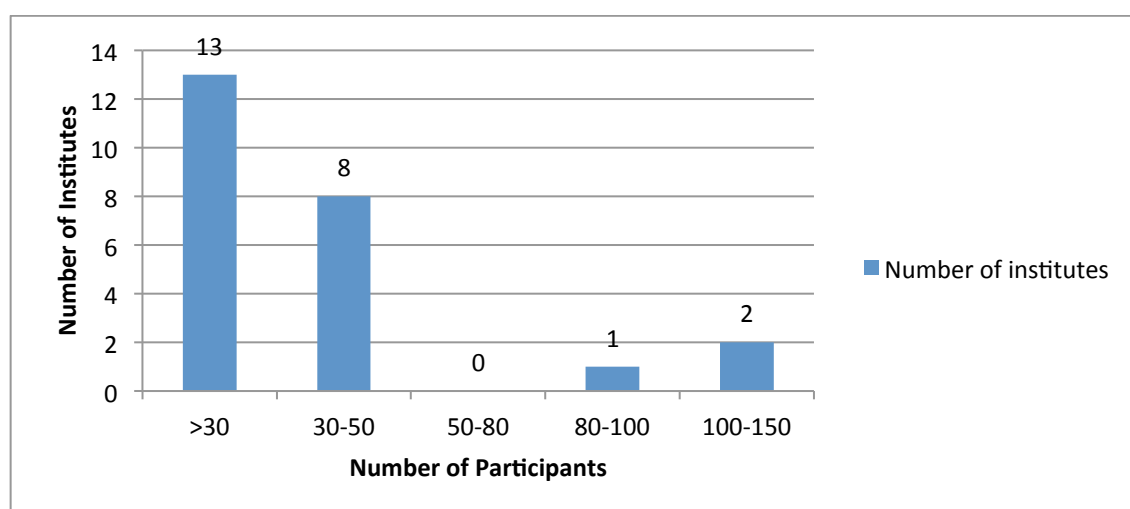
3.3 Methods used in Gender Trainings

All 24 Institutes that participated in the Survey used Lecture method of gender training, 23 Institutes used Group Discussion and Audio-Visual Aids, 20 Institutes indicated that they used some kind of participatory games or exercises and 13 Institutes undertook field visits.

6 Institutes reflected "Other" as a training method and mentioned the used of Role Play, Case Studies (indicated by 3 Institutes), Group Presentation, Sharing of Group Success Stories and Flipped Classroom as training methods.

This corroborates the finding of the mapping exercise that Gender Trainings seem to tilt in favour of the lecture mode. While, the survey could highlight the prevalence of other methods it is unable to indicate the depth or frequency of other methods of training.

Figure 5 graphically represents the findings.

Figure 5: Methods used in Gender Training programmes
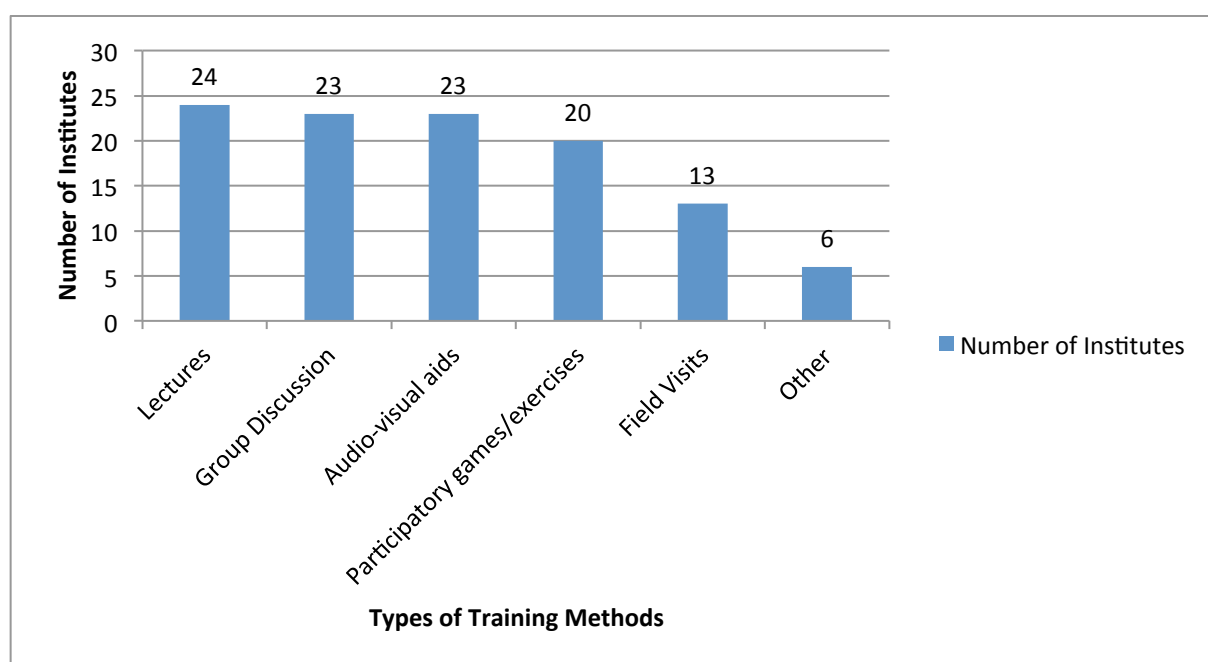
3.4 Resource persons for gender trainings

17 Institutes called on both internal and external resource persons for gender trainings. None of the Institutes that participated in the Survey solely relied on internal resource persons for gender trainings, while 6 only called on external resources for gender trainings. This indicates that most gender training programmes collaborate or call on the resources of external persons or bodies. This is also indicative that internal resources for gender trainings are inadequate and need to be developed. Figure 6 indicates information gained from the Survey graphically.

Figure 6: Resource Persons for Gender Trainings
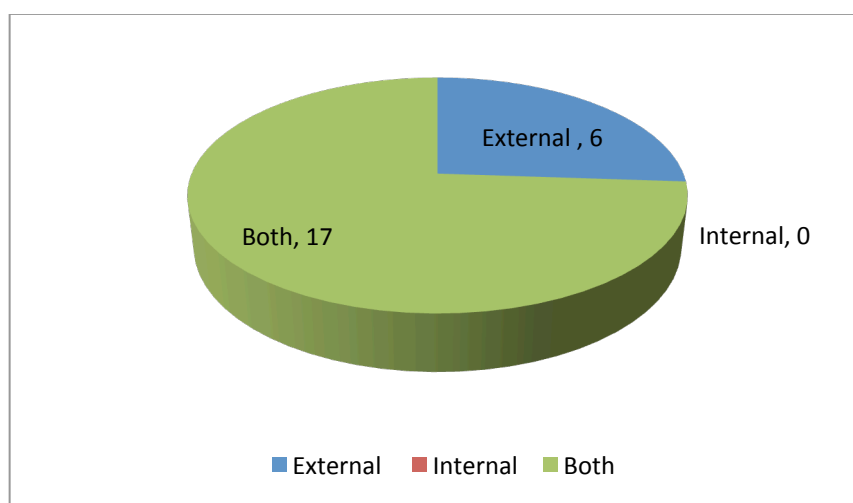
3.5 Who decides the course content/syllabus?

Figure 7 represents responses to the question "Who decides on the Gender Training course content i.e. designing of the syllabus and implementation plan of each training session?" The responses highlight that 16 Institutes developed the course content internally, 9 collaborated with external bodies, 6 followed modules developed by DoPT, NCW, WCD etc., 5 called on the expertise of external resource persons and 2 Institutes responded "Other". The 2 Institutes that mentioned 'other' specify that they use modules developed by UNICEF, and consulted modules developed by other bodies in framing their course content.

Figure 7: Development of Course Content/Syllabus of Gender Trainings
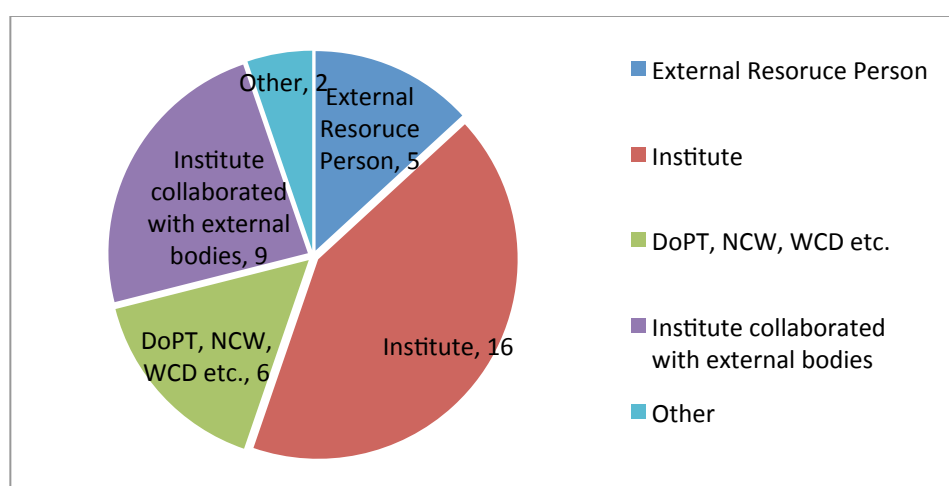
However, observations from interviews conducted with Institutes reflect that a Session Plan is developed and approved by the Institute. The detailing of the session and its delivery is left to external

resource persons. This observation from the interviews helps us reflect on the nature of collaboration with external resource persons as well as the specificities of Course Syllabus developed within the institute. The Survey was unable to capture this information.

3.6 Constraints experienced in Conducting Gender Training

While Institutes have been conducting Gender Trainings under government mandates they experience several constraints. Figure 8 highlights this graphically. 9 Institutes indicated the limited funds as a constraint in conducting gender trainings. 7 Institutes indicated the lack of local trainers who are culturally sensitive, 6 institutes indicated that extant modules were not suitable for all target groups, 4 mentioned that there was no way to map post training outcomes or ensure that the trainings resulted in any change, 3 Institutes indicated that men participants feel alienated, 2 Institutes felt that getting approvals for gender trainings is a constraint. Within the category marked as "other" in the Survey one institute each indicated that they experienced difficulty in getting nominations for gender trainings, had limited time to conduct gender trainings, found that only women officers were deputed for gender trainings and men officers are less interested. They also mentioned that meeting the adequate number of participants for gender trainings was a challenge and standardised modules were unavailable for all target groups.

Figure 8: Constraints experienced in Conducting Gender Training
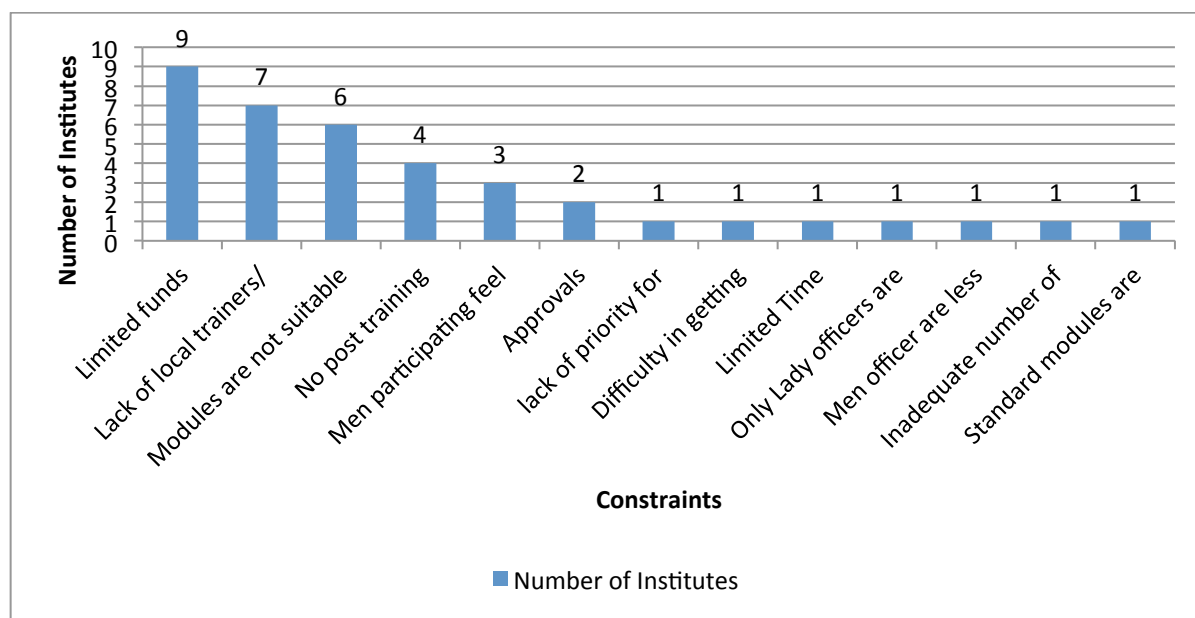
Several constraints experienced in conducting gender trainings are connected to patriarchal values that place lower importance or priority for looking at gender which may result is limited funds for time or gender training programmes. Gender is considered as something that women should handle which leads to more women being nominated for gender trainings and men's lack of interest which may lead to them feeling alienated. In addition to this, procedural issues such as limited funds, difficulty in

getting timely approvals or lack of target audience specific gender trainings modules are also highlighted as constraints in conducting gender training programmes.

3.7 Topics Covered Under Gender Trainings

Institutes were asked to indicate the topics that are presently covered under gender trainings. 24 Institutes highlighted that trainings were conducted on Gender Issues, 22 Institutes mentioned that they conducted training on Sexual Harassment at the workplace and Gender Budgeting, 20 Institutes conducted training on Women Related Schemes, 21 focussed on Empowerment of women, 18 Institutes focussed on issues of Violence against women, 16 conducted training related to various aspects of Gender and Development, 13 conducted training related to legal aspects of gender and Gender and Livelihood, 11 conducted training on issues around trafficking, 6 conducted training on Masculinity and 4 marked "Other". Figure 9 reflects this data graphically.

Figure 9: Topics Being Covered Under Gender Trainings
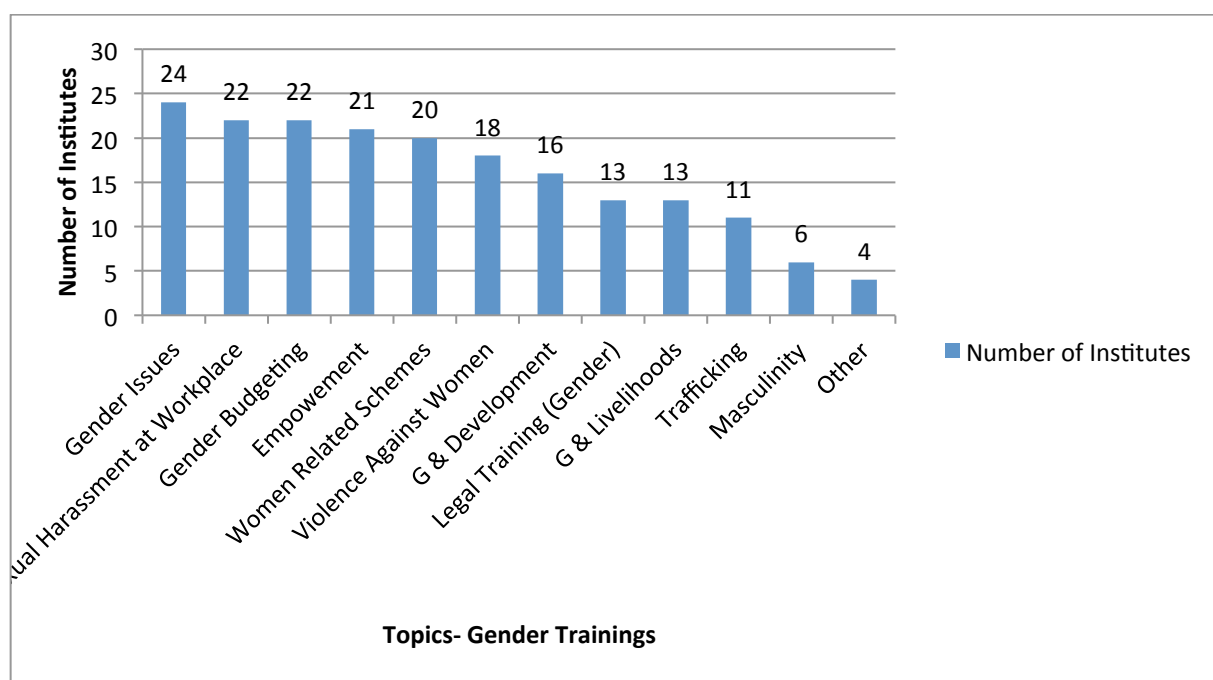
This indicates that a wide range of topics are presently being covered under Gender Trainings at ATIs and CTIs. While the Survey does not capture the depth of training content, this data helps us see that there is a focus on Gender Sensitisation and Issues, Sexual Harassment at work place and Gender Budgeting.

Gender Budgeting trainings have been supported by WCD in the form of customised trainings, and so there is a high focus on the same.

It can be inferred that in lieu of the The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; sexual harassment related trainings are prioritised. The focus

(apart from Gender Budgeting) still seems to be largely focussed around Sensitisation or awareness building around gender issues, laws, empowerment etc.

3.8 Topics that should be Focussed on within Gender Trainings

The survey also asked Institutes to indicate the topics that they considered important while conducting gender trainings. The responses have been interesting as 23 Institutes indicated that they require content for Gender trainings that would help participants in analysing various programmes/schemes/situation through a gender analysis framework; by learning tools of gender analysis. Gender Budgeting, which is a tool for gender mainstreaming in Budgets and Programmes was identified as a topic to be focussed on by 22 Institutes. 21 Institutes indicated that Gender Sensitisation about issues of women, LGBT etc. and laws should be focussed on. 17 indicated that Child Sexual Abuse related trainings are important while 13 emphasised on the need for Gender trainings related to masculinity. While gender sensitisation related trainings have been going on for decades, there is still a need for training on gender sensitisation and building a perspective on Gender issues. 7 Instituted marked "Other" topics that should be focussed. These topics are listed below:

- Gender Planning
- Gender Auditing
- Violence Against Women
- Gender Concerns in specific areas like health, education, safety and security, finance
- Life Skills
- Environment and Gender
- Women's Rights

Figure 10: Topics that should be focussed on in Gender Trainings
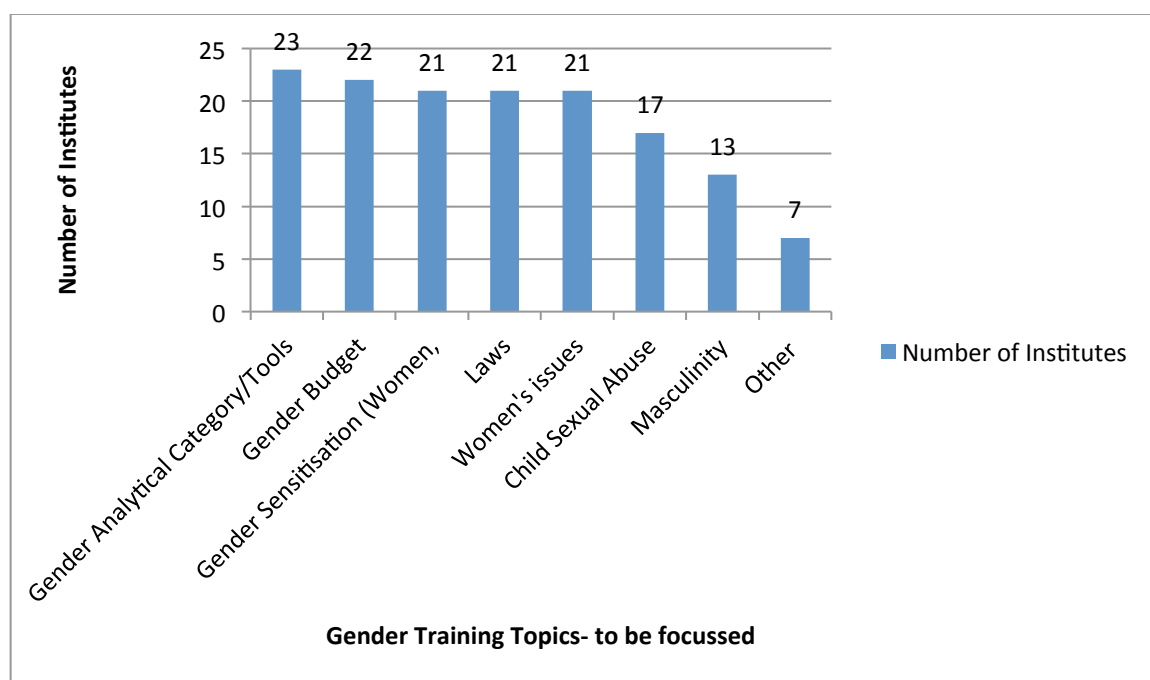
3.9 End of Training Assessments

Of the 24 Institutes that participated in the Survey, only 1 indicated that they did not conduct any end of training assessment, evaluation or feedback session. This indicates that all ATIs and CTIs conduct end of training assessments or seek feedback regarding sessions. However, this does not reflect the extent and quality of the feedback gathered; neither does it indicate as to how the feedback is used to evaluate and improve the quality of the programme.

Figure 11: End of Training Feedback/Assessment
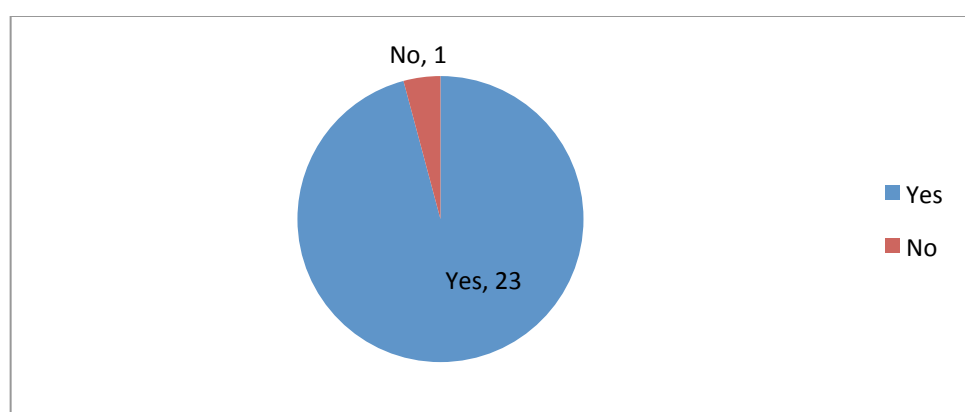
4. Findings from Interviews with ATI and CTI

Interviews were conducted with select ATIs and CTIs to understand in-depth the status of Gender Trainings being conducted at the Institute and to develop an understanding of the overall gender training needs of ATIs and CTIs.

While letters inviting participation in the interviews were sent out to 11 Institutes, only 7 interviews were conducted. It must be noted that in addition to the 11 Institutes that were sent formal letters DoPT as well as TISS attempted to contact 3 more institutes. Within this 3 CTIs and 4 ATIs were interviewed. The Table 1 below lists the names of Institutes that participated in the interviews.

Table 1: List of ATIs and CTIs Interviewed

Sr. No.	Name of Institute	Location	ATI/CTI	Type of Interview
1	Anna Institute of Management	Chennai, Tamil Nadu	ATI	In-Person
2	Haryana Institute of Public Administration	Gurgaon, Haryana	ATI	Telephonic
3	Dr. MCR HRD Institute of Telangana	Hyderabad, Telangana	ATI	In-Person
4	National Academy Of Defence Financial Management Institute	Pune, Maharashtra	CTI	In-person
5	National Industrial Security Academy.	Hyderabad, Telangana	CTI	In-person
6	Sardar Vallabhbhai Patel National Police Academy	Hyderabad, Telangana	CTI	In-Person
7	Yashwantrao Chavan Academy of Development Administration (YASHADA)	Pune, Maharashtra	ATI	In-Person

The points listed below highlight the main findings that emerge from the interviews:

➢ Gender trainings that are taking place at the ATIs and CTIs are limited to what are known as 'Gender Sensitivity'. This seeks to sensitize the training participants about gender issues.

➢ All the institutes interviewed conducted Sexual Harassment at the Workplace related trainings. In some Institutes gender training was limited to trainings on Sexual Harassment at the Workplace.

- Several institutions have introduced a compulsory session on Sexual Harassment in probationer's training (foundation), refresher trainings and promotion trainings. Sessions on sexual harassment have almost replaced 'gender sensitization sessions'. However, no standardized modules are available.

- It was observed that training on Sexual Harassment is held in some empanelled institutions and may not necessarily be held at the ATIs or CTIs.

- Since the Ministry of Women and Child (MWCD) has developed a 'Gender Budgeting Handbook' and sponsors Gender Budgeting Trainings the number of institutes that are conducting Gender Budgeting Training is high. However, Interviews reflected that the module was not used well and when asked to look at the module of Gender Budgeting an Institute shared a "Session Plan" mentioning that the resource persons talk on their own accord on the topics mentioned in the session plan. Further, there is no check to see the outcome of the training and ensure that gender budgeting is mainstreamed in all budget formulation.

- Customised Gender Trainings are often funded through DoPT, MWCD or from state sources.

- Institutes that conduct Gender Trainings, usually train in the form of separate modules. Gender is not mainstreamed within other trainings.

- Gender trainings are also linked to availability of grants under schemes. There are limited grants for running customised Gender Trainings at Institutes. This limits the scope for weaving Gender into other programmes. ATIs and CTIs may not necessarily have budgeted for gender trainings.

- CTIs specifically geared for providing training support to various key departments (accounts, defence, railways etc.) and may not have any gender aspects incorporated into their trainings (apart from Sexual Harassment at the Workplace). Though some CTIs do conduct innovative gender trainings. For example: Sardar Vallabhai Patel National Police Academy (SVP) conducted specific training for women Police Trainees on how women officers should conduct themselves while working in the Police force.

- ATIs engaged more at Block/Tehsil level for gender trainings as they have funds for these.

- ATIs also conduct several customised trainings for the State Government on NRLM[5] or NUHM[6] or Urban Planning, Disaster Management, Panchayati Raj etc.; however they rarely integrate any gender components in them. Gender Trainings if any are done as capsule trainings which are customised for a short period.

- Training Coordinators who were interviewed mentioned that most of the trainees who undergo gender training do not have any organisational power to make any organisational

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[5] National Rural Livelihood Mission
[6] National Urban Health Mission

change. The training may then be limited to sharing of information/skill with a possibility of attitudinal change at a personal level.

➢ Interviews highlighted that it is difficult to sustain the interest and attention of participants, especially male participants in gender trainings. Male participants also seem to feel alienated during gender trainings as gender gets construed as something that is synonymous to women.

➢ With regards to End of Training Feedback or Assessment, feedback is taken from participants, but the participants are not tracked after the training is over. Further, there is no clear provision of taking the feedback to constructively improve on the training programme.

➢ Institutes expressed that participatory games and exercises should be incorporated in gender trainings, emphasising that the lecture mode of training does not work.

➢ Institutes also mentioned that at the level of ATIs departments usually send women officers or junior officers who they can spare for gender trainings. Persons who are in roles of decision making to incorporate gender usually do not come for trainings. Institutes expressed that making gender training mandatory is the only way to ensure that decision makers attend the trainings.

➢ ATIs mentioned that finding resource persons at the district level becomes difficult. YASHADA in Pune, Maharashtra has conducted Training of Trainers to develop district level pool of trainers. They developed their own modules.

5. Interviews with Key Stakeholders

Interviews were conducted with select Key Stakeholders from Government bodies as well as Civil Society organisations. The following key stakeholders were met with to discuss the programme and incorporate their understanding and feedback about Gender Trainings.

Table 2: Key Stakeholder Meetings

Sr. No.	Stakeholder	Location	Name of Persons Interviewed	Type of Meeting
1	Gender Resource Centre	Ahmedabad, Gujarat	Ms. Shailendra	Telephonic
2	Ministry of Women and Child	New Delhi	Ms. Lopamudra Mohanty	In-Person
3	Oxfam India	New Delhi	Ms. Mary Thomas and Ms. Rajini	In-Person
5	UN Women	New Delhi	Ms. Sanya Seth and Ms. Navanita Sinha	In-Person

A meeting was scheduled with the Chairperson of the National Commission for Women; however, since she was unwell the meeting had to be cancelled.

Below are the key points that emerged from Key Stakeholder Meetings:

➢ Trainings should be for a minimum of 3-5 days. Anything less than that compromises the quality of training.

➢ Culturally specific examples help while conducting gender trainings.

➢ Interactive games and participatory exercises should be incorporated in training modules.

➢ Gender trainings should not only focus on women, but should focus on Gender relations. Oxfam has conducted Gender Trainings which develop an understanding of Gender by examining the concept of "power". GRC, Gujarat emphasised the same point mentioning that Gender should not be seen as synonymous with women, but issues of transgendered persons, queer persons and men should also be incorporated within the modules.

➢ Gender Trainings for Civil Servants need to be made mandatory for promotions to resolve issues related to nominations for gender trainings where only women officers or junior officers are sent.

➢ MWCD has developed a robust Gender Budgeting Handbook.

➢ State specific or region specific pool of trainers should be developed, so that they culturally specific examples and nuances can be incorporated in Gender Trainings.

➢ Efforts should be made to mainstream gender within all trainings and not just as specialised Gender Training.

➢ Sexual Harassment at the Workplace is often perceived as something that is against men. Trainings on Sexual Harassment at the Workplace must emphasise that it is for purpose of promoting good professional practice at the workplace. Gender Trainings then are not about women, but about professional work behaviour.

6. Challenges and Strengths

6.1 Strengths
• Support from DoPT

The Needs Based Assessment was supported by DoPT. DoPT facilitated in communicating with Institutes and arranging interviews. The Survey was facilitated by DoPT, as the Survey was sent by DoPT to all Institutes and Institutes were regularly followed-up with to share their responses.

• Understanding of broad trends in Survey

The Survey provided an understanding about broad trends related to Gender Trainings being conducted at ATIs and CTIs.

- In-depth discussions in interviews

In-Depth discussions in the form of interview with ATIs, CTIs as well as key-stakeholders added depth to the findings of the study and highlight several qualitative subjects.

6.2 Challenges:
- Contacting CTIs

Since CTIs do not directly come under the purview of DoPT, not all CTIs responded positively to participate in the Study. Only 1 CTI participated in filling out the Survey. Several attempts were also made to contact 7 CTIs for interviews, but the interviews could not be scheduled despite several attempts on behalf of TISS and DoPT to contact the institutes.

- Responses for Survey (only 24 out of 58 instititutes)

Only 24 out of a Total of 58 Institutes responded to the Survey. Of these only 1 CTI responded. There is therefore a gap in the need assessment study as it could not capture information about Gender Trainings being conducted at CTIs in detail.

- Scheduling Interviews

Scheduling interviews was also a challenge. DoPT as well as TISS have followed up and contacted several institutes, but due to difficulties in availability of personnel, time, or other factors it would be extremely difficult. At some institutes no one would answer phones or reply to email.

7.   Feedback about Training of Trainers

- Institutions appreciated the need for gender modules but are keen that state level resource persons with knowledge of regional language, regional examples build a better connect with the state specific trainees who come for promotion and refresher trainings.

- Since budgets for inviting national resource persons is not built into project grants hence there is a concern about being able to invite the resource persons from the National pool.

- Creating a pool of Delhi based National Pool of experts does not meet the need for resource persons who can speak a local langauge and also give region specific examples.

- Gender trainings should be for a minimum for 3 days otherwise quality suffers.

- Focus should be on developing a perspective/sharp analytical lens for incorporating gender into all programmes or schemes.

- There was a concern that officers who are on deputation at ATIs are sent for training and this results in the loss of a resource when they revert to their parent departments.

- Many ATIs requested content that can build gender analytical capacity which can be part of the probationers and also for trainings for state officials.

8. Suggestions for Modules

- TISS will develop modules where none are available and will review and recast prior modules where available
- There is a need to develop generic gender modules that take care of various aspects of gender construction, gender relations, gender (men, women and other categories), VAW & Prevention of Sexual Harassment at Workplace (POSH)
- Develop standardized modules for POSH as all institutes seem to be conducting trainings on this topic. This could be a robust module which can also be used by other enterprises.
- Comprehensive gender budgeting modules to mainstream gender in all budget streams.
- Gender modules to be integrated in various streams of national flagship programmes.
- Comprehensive gender mainstreaming in development planning, programme delivery and evaluation modules.

9. Preliminary Ideas for Developing Modules

- To develop content that will be at different degrees of complexity. For example: 1 day (6 hours) module on POSH; 2 day module on POSH- from setting up ICC to documentation and case management – entire case management cycle.
- Three day and Five day content for Gender Budgets.
- Five Day content for mainstreaming gender and development and 1 day content for various flagship programmes.

10. Next Steps

- Setting up an Advisory team for the project
- Identifying and compiling all the existing gender training modules and content
- Identifying and inviting prospective gender module writers, Advisory Committee, DoPT senior Officials, UNDP and few representatives from ATIs to a one day consultation meeting around mid April for sharpening the structure of the content & its delivery
- Having the content approved by the Academic Council of TISS for various certifications.

11. Annexures

Annexure 1: List of Institutes that Participated in the Survey

S. No.	Name of the Institute	ATI/CTI	State
1	Andhra Pradesh Human Resource Development Institute (AP HRDI	ATI	Andhra Pradesh
2	Accounts and Administrative Training Institute	ATI	Sikkim
3	Administrative Training Institute	ATI	Karnataka
4	Administrative Training Institute	ATI	Mizoram
5	Administrative Training Institute	ATI	West Bengal
6	Administrative Training Institute	ATI	Nagaland
7	Administrative Training Institute (ATI)	ATI	Arunachal Pradesh
8	Anna Institute of Management	ATI	Tamil Nadu
9	Assam Administrative Staff College	ATI	Assam
10	Bihar Institute of Public Administration and Rural Development	ATI	Bihar
11	Chhattisgarh Academy of Administration	ATI	Chhattisgarh
12	Dr. MCR HRD Institute Hyderabad	ATI	Telangana
13	Dr. Raghunandan Singh Tolia Uttarakhand Academy of Administration, Nainital	ATI	Uttarakhand
14	Goa Institute of Public Administration & Rural Development	ATI	Goa
15	Gopabandhu Academy of Administration	ATI	Odisha
16	Haryana Institute of Public Administration	ATI	Haryana
17	Himachal Pradesh Institute of Public Administration	ATI	Himachal Pradesh
18	Institute of Management in Government	ATI	Kerala
19	Institute of Secretariat Training and Management (ISTM)	CTI	Delhi
20	Jammu and Kashmir Institute of Management, Public Administration and Rural Development	ATI	Jammu and Kashmir
21	Meghalaya Administrative Training Institute	ATI	Meghalaya
22	Shri Krishna Institute of Public Administration	ATI	Jharkhand
23	State Institute of Public Administration and Rural Development (SIPARD), Agartala, Tripura	ATI	Tripura
24	U.P.Academy of Administration and Management	ATI	Uttar Pradesh

Annexure 2: Survey Tool

Survey- Needs Based Assessment for Developing Gender Training Modules:

The Department of Personnel and Training (DoPT) with technical support from United Nations Development Programme (UNDP) has commissioned Tata Institute of Social Sciences to develop Gender Training Modules meant for civil servants in India to be imparted through ATIs and CTIs across the country and create a pool of trainers for the same. The aim is to develop Modules that besides informing civil servants on fundamental issues related to Gender, Development and Good Governance act as a practical enabling guide.

As part of the process a Needs Assessment Study is being conducted to assess the gender training needs of ATIs and CTIs. You are invited to participate in the Study by filling out the survey to share information regarding gender and other trainings at the institute (ATI and CTI).

You are requested to share information for specific Gender Training Programmes, as well as for the range of gender trainings at the institute covering Probation Training, Promotion Training, Refresher Training and Customised Training.

This study is being anchored by Prof. Lakshmi Lingam, Tata Institute of Social Sciences. In case you have any queries related to the survey being conducted or want further information write to Prof. Lingam Lingam at lakshmil@tiss.edu or genderdopt@gmail.com or contact her via phone on +91 9821432607.

The last date for completion of the survey is 15th February 2017.

Institution specific responses will not be made public. Only aggregate responses will be used. Identity of the person filling the survey will not be made public. You are, therefore, requested to share your honest opinions without doubt or apprehension.

We look forward to your participation and cooperation in the timely completion the survey. You are requested to duly fill the survey questions mentioned below.

Survey Questions

1) Name of the Institute:
2) Head of the Institute:
3) From the below mentioned list, tick/bold/highlight all the types of trainings that are being conducted at the institute:
   a) Probation Training
   b) Refresher Training
   c) Promotion Training
   d) Customised Training
4) Does the Institute Conduct courses on Gender? (tick/bold/highlight from the options below)
   a) Yes
   b) No

5) From the below mentioned type of trainings conducted at the institute, tick/bold/highlight all those that incorporate gender.
   a) Probation Training
   b) Refresher Training
   c) Promotion Training
   d) Customised Training

6) In the table listed below please give details regarding gender independently being incorporated in trainings at the institute:

Sr. No.	Title of Training	Target audience	Duration of Training	Gender Topics Covered in training*	Frequency of the training in a year	Gender Resource person: External/Internal

*mention each topic on a separate line. Add additional rows if needed.

7) If the institute conducts gender trainings, from the list below, tick/bold/highlight the topics that the Institute conducts gender training on:
   a) Violence against women
   b) Domestic violence
   c) Sexual harassment at the workplace
   d) Gender Budgeting
   e) Gender Issues
   f) Masculinity
   g) Women related schemes
   h) Gender and society
   i) Gender and Development
   j) Gender Sensitisation
   k) Gender Issues in Disaster Management
   l) Empowerment of Women
   m) Empowerment of women from marginalised groups (Dalits, Tribals, Minorities)
   n) Self-Help Groups and Women
   o) Legal training related to gender
   p) Behavioural training related to gender sensitisation
   q) Women's empowerment through Panchayati Raj
   r) Gender and livelihood
   s) Trafficking
   t) Women and child development
   u) Other: (mention)

8) If the Institute does not conduct gender trainings, please mention any reasons, limitations or constraints for this.

9) Mark all the teaching-learning methods used to conduct gender training at your institute
    a) Lectures
    b) Field Visits
    c) Group Discussions
    d) Audio-visual aids
    e) Participatory games/ exercises
    f) Other: (mention) _____

10) Are resource persons for gender programmes external or Internal?
    a) External
    b) Internal
    c) Both

11) Who decides on the Gender Training course content i.e. designing of the syllabus and implementation plan of each training session?
    a) External Resource Person
    b) Institute has developed its own gender training module
    c) DoPT, NCW etc.
    d) Institute Collaborates with another agency and uses their module and trainers
    e) Other: (mention)

12) In the table below, mention the names, designations and contact details of internal resource persons who conduct gender trainings.*

Sr. No.	Name	Designation	Email	Phone

*Add additional rows to the table if needed.

13) Please list the names of organisations or academic/non-academic institutes that act as external resources for gender training.*

Sr. No.	Name of the Institute/Organisation	Address

*Add additional rows to the table if needed.

14) Are the gender training modules customised specifically for each target audience?
    a) No. A General Gender Training Module is used.
    b) Yes. Gender Training Module is Specifically Customised for each Training Target Group
    c) Sometimes gender training modules are customized for specific target audiences.

15) On average how many participants are trained in a particular gender training programme? Specify a number below.

_____

16) Are end of training/course assessments or evaluations undertaken for gender training programs?
   a) Yes
   b) No
   c) Sometimes
   d) Unware

17) What are the constraints that are experienced while conducting gender trainings? (Mark as many as applicable)
   a) Limited funds
   b) Don't get approvals
   c) Participants cannot make any changes in their work or personal life after the training is complete
   d) Men participating in the training feel alienated
   e) Modules are not suitable for all target audience
   f) Lack of trainers who can speak in local language and make connections with local cultural understandings
   g) Any other (please mention the constraint)

18) What according to you should be the focus of gender training programs? (Mark as many as applicable)
   a) Understanding gender as an analytical category?
   b) Gender sensitisation (covers issues of women, queer persons etc,)
   c) Masculinity
   d) gender budgeting
   e) gender analytical tools
   f) Laws
   g) Women's issues
   h) Child sexual abuse
   i) Other (mention any other topic that may be included):

Annexure 3: Interview Guide- Institutes

Interview guide for ATIs and CTIs

Domain 1: Details of Gender Training Programmes being conducted

1) What are the topics that are covered under gender trainings at your institute?
2) What are the topics that should be covered under gender training, according to you?
3) When was gender trainings first introduced as part of the curriculum of the Institute?
4) Is gender incorporated in other trainings done at the institute?

Domain 2: Scope of Gender Trainings

5) When we talk about gender training, how is gender training different from training programmes for women or trainings on women related schemes/laws/programmes?
6) How do you locate Gender Training and what is its significance within the scope of the work of the institute?
7) What are the key areas that gender trainings should focus on?
8) What according to you are the advantages of conducting gender training programmes?
9) What according to you are constraints that Institutes may experience in conducting and implementing gender training programmes? (Time? Funding? Resource persons? Etc.)

Domain 3: Learning Methods and curriculum:

10) Who (individual/organisation/department) develops the curriculum and syllabus for gender training programs?
11) How is the agenda/topic of a gender training programme decided?
12) What are the teaching-learning methods used for gender training at the Institute?
13) How are gender training modules developed? Are the modules customised based on the profile of the participants?

Domain 4: Available Resources for Gender Training

14) Does the institute have internal faculty/ departments that focus on gender?
15) Has the institute collaborated with any external academic institute/ non-academic institute/ organisation to conduct gender trainings at the institute? Which are these bodies? Share some information about the collaboration? In what role do the external bodies collaborate?

16) Does the institute call external resource persons to conduct training sessions? Does the institute empanel external persons/organisations or invites them as guest speakers?

Domain 5: Gender training participants?

17) What is the range of participant profiles for gender training programmes? Or Who is the target audience?
18) Are gender training sessions segregated according to gender?

Domain 6: End of Training Assessments

19) Are end of training evaluations or trainings conducted?
20) Are the assessments conducted by an external party or by the institute/resource person themselves?
21) What is the method of feedback/ evaluation?
22) Are findings from the evaluations used to review and revise the curriculum?
23) What is the overall participant feedback?

Domain 7: recommendations/suggestions

24) Are there any suggestions or recommendations that you want to share regarding trainings and gender trainings in particular?
25) What do you think needs to be done to improve gender trainings?

Annexure 4: Interview Guide: Key Stakeholder Meetings

Significance and Scope of Gender Training

1) How do you locate Gender Training and what is its significance within the scope of the work of ATIs and CTIs?
2) When we talk about gender training, how is gender training different from training programmes for women or trainings on women related schemes/laws/programmes?
3) What are the key areas that gender trainings should focus on?

Advantages and Limitations

4) What according to you are the advantages of conducting gender training programmes?
5) What according to you are constraints that Institutes may experience in conducting and implementing gender training programmes? (Time? Funding? Resource persons? Etc.)

Suggestions recommendations

6) Are there any suggestions or recommendations that you want to share regarding trainings and gender trainings in particular?
7) What do you think needs to be done to improve gender trainings?