Impact Assessment of Training of Elected Women Representatives of Grama Panchayats under UN Women Programme

REPORT

Promoting Women’s Political Empowerment and Gender Responsive Governance under Gram Swaraj Yozane

Submitted to: ANSSIRD, Mysore
Submitted by: Dr Shashikala Sitaram, Consultant, Mysore
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Impact assessment of any training programme poses a number of challenges at the ground level. Without the support and encouragement of Dr Amita Prasad I.A.S. Director General of Administrative Training Institute, Mysore, the evaluation work could not have been completed; I owe my sincere thanks to her. The successful completion of the work was also due to the Director of ANNSIRD Shri P. Shivashankar. I wish to thank him and other members of the institute especially Smt Shylaja, Faculty, DWAKRA, who supported in the various processes of evaluation.

I thank all the field workers of both Mysore and Dharwad district, the district and the Grama Panchayat functionaries. My special thanks to the women Elected Representatives of Grama Panchayats who spared time to answer the queries raised by the evaluation team.

Shashikala Sitaram
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Abbreviations

ANSSIRD Abdul Nazeer Sab State Institute of Rural Development
ATI Administrative Training Institute
CDPO Child Development Project Officer
DTI District Training Institute
ERs Elected Representatives
GoK Government of Karnataka
GP Gram Panchayat
GS Gram Sabha
MGNREGA Mahatma Gandhi National Rural Employment Guarantee Act
MoPR Ministry of Panchayat Raj
MoU Memorandum of Understanding
NGO Non Government Organisation
NIRD National Institute of Rural Development
ODP Organisation for Development of People
PDO Panchayat Development Officer
PRIs Panchayat Raj Institutions
SATCOM Satellite Communication
SC Scheduled Caste
SHG Self Help Group
ST Scheduled Tribe
TNA Training Need Assessment
TP Taluk Panchayat
ToT Training of Trainers
UN United Nations
WER Women Elected Representatives
ZP Zilla Panchayat

Submitted to ANSSIRD, Mysore
Executive Summary

Karnataka has been one of the first states to introduce radical tenets in the panchayati raj systems. Under the dynamic leadership of Abdul Nazir Sab, it ensured that one-third of seats are reserved for women in the three tiers of the PRIs and this was reinforced after the passing of the 73rd Amendment to the Constitution in 1993. In the elections held during 2010, the reservation increased to 50% bringing with it many first timers into the political arena, those who were unaware of their roles and responsibilities and the way in which the system functions, thus allowing proxy representation by men. In order to enable women’s equal political participation in the Grama Panchayats, the UN Women Programme was launched in five states including Karnataka.

The training and capacity building needs of the Women Elected Representatives (WERs) in Karnataka was addressed by the premier training institute ANNSIRD, in 100 Grama Panchayats each in Mysore and Dharwad districts. In 9 batches at Dharwad 509 women and in 8 batches at Mysore 451 women were trained by programmes which delivered various contents using participatory methods. Whether the three-day training programmes have had positive results at the ground level and whether the programmes enabled reaching the aim of the UN Women Programme that of –women representatives transforming and implementing policies, programs and resource allocations in favour of women's interests -has been studied by assessing the impacts.

The assessment of the programme conducted by choosing ten GPs in each district covered three types of stakeholders: (i) WERs who underwent training, (ii) WERs who abstained from attending training and (iii) men (elected representatives and GP officials). A total of 200 respondents were reached by holding one-to-one interviews using different sets of questionnaires developed for the purpose. The assessment concentrated on the issues that were the focus of the UN Women Programme - (i) reduction in proxy participation by the male members of the WERs family, (ii) increase in participation of WERs at Grama Panchayats, Gram Sabha, Ward Sabha, (iii) discussion on issues that concern the women most- like livelihood, education, gender, health, drinking water and sanitation, (iv) discussion and problem
solving on issues such as children, violence against women, special problems of women at various PRI forums and (v) allocation of budgets for women development programme.

The strategy of ANSSIRD to cater exclusively to WERs training needs has given rich dividend as the number of women who attended the training programmes has been on the higher side- with 63% and 80% of the WERs in Mysore and Dharwad attending. Those who did not attend were constrained by family pressure- of men/family not allowing them to attend a 3-day residential programme away from home.

The difference between those who have undergone training and those who abstained is pointed out by the men (officials and the ERs) who say that the former attend meetings regularly, sit in the front, behave in an orderly manner, follow agenda and take part in discussions whereas the latter seek information from others and lack confidence/ are hesitant to put forth their views.

The impact assessment has gauzed the KAS- knowledge, attitude and skill of training on WERs and the results have shown that there is substantial gain in the knowledge levels of the women- their roles and responsibilities as members, on gender concepts, legal aspects covering women and also the working of the GPs- on holding of Ward and Grama Sabhas.

Trained WERs perceive an improvement in self-esteem, the way in which they are viewed by the family members and their colleagues at the GP. Reduction in proxy representation at various forums has been the positive outcome of this programme, as seen by the feedback given by the stakeholders.

At the field level, the impact assessment has shown that there is increased participation of women at the GP meetings, participation while action plan is prepared, they not only participate at the ward and grama sabhas but also motivate other women to participate. The women enable in selecting the right beneficiary to the various governmental programmes and also perform supervisory roles – that of visiting anganwadis and schools. The attitudinal changes is made obvious by the fact that the WERs who are trained now hold conversations without fear, they discuss women issues and are vociferous in fighting for women’s rights at the household and at the community levels.

The WERs participation, at the Sabhas, is not only reflected by attendance at the meetings but in taking part in discussions, raising questions and participating in
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decision making processes. They have also taken interest in resolving conflicts and in spreading awareness on issues related to atrocities on women and on children. Allocation of budgets for women development programme has also been cited by a few of the WERs who were interviewed but it could be said that this has remained a proposition that is yet to be fully addressed.

The study notes that there is a need to cover the WERs who did not attend the training programme earlier and also ensure that the learning and interest of those who did take part in training is sustained by conducting refresher courses and workshops and also by opening knowledge kiosks at the GP/taluk level. Given that many of the WERs are either illiterates or semi-literates, one-to-one interaction and morale boosting would be of use to help them progress and contribute to good governance. Rejuvenating the efforts of adult literacy programmes to cover panchayat women would also be a suggestion that RD & PR could reinstate with the Directorate of Mass Education.

Gender sensitisation programmes for men especially officials and assessment of elected men’s participation levels would also be in order. The future training programmes of ANNSIRD would do well to include field visits for the trainees to model panchayats, producing easy to understand reading materials, building more content on aspects such as health and livelihood issues. Special programmes that would concentrate on soft skills such as communication skills, effective public speaking and leadership are also requirements that would be of immense use to the WERs.
Section - 01
Background, Study Approach & Methodology

1.1 Background:

With the introduction of the 73rd Amendment to the Constitution, there has been a considerable change in the rural landscape in India. The Amendment, passed in 1993, has ensured that the Federal Indian governance system now has a third tier - that of local government which is located at the district and below. The purpose of the Amendment has been to bring administration closer to the people. The Amendment mandates, among other things, that elections to the three tier Panchayati Raj Institutions (PRIs) is held regularly once every years and the funds are devolved to the local bodies by the State Finance Commission constituted for the purpose.

The Amendment has also insisted that the seats of the local bodies are reserved for the hitherto excluded groups – women and the socially excluded castes. One third of the seats are to be reserved for women, including those of the heads of the institution and to the lower castes depending on their population. There have been four rounds of elections to the PRIs, after the passing of the Amendment and Karnataka which had reserved 1/3rd of its seats to women has, during the round of elections held in 2010, increased the reservation to 50%.

The placing of a substantial number of women as people’s representatives at the grass root level has evoked ire of the various stakeholders, elected men representatives, officials, community and others. They comment on the functioning of elected women representatives many of whom are first timers in politics. That women allow proxy participation by men at the various forums such as Grama Panchayat meetings, at the ward and gram sabhas and that women’s non-participation has allowed for bringing down the effectiveness with which the panchayats function are the often heard criticisms. Giving cognisance to the apprehensions and dissatisfaction voiced by the stakeholders on women’s political leadership and their contribution to governance, the government of Karnataka has been taking up initiatives which address the training and capacity building needs of the Women Elected Representatives (WERs) of the PRIs. One such initiative in this direction that merits attention is the UN Women Programme.
1.2 The UN Women Programme:

The programme - Promotion of Women’s Political Leadership and Gender Responsive Administration- referred to as the UN Women Programme- was launched with the objective of strengthening women’s equal political participation in the PRIs. The goal of the programme has been to ensure that by 2015, elected women representatives in local governments ensure implementation of National Commitments on Women’s Human Rights. The programme has been supported by the Ministry of Panchayat Raj (MoPR) and implemented in collaboration with the UN Women South Regional Office, New Delhi.¹

The UN Women Program is based on the premise that enabling women to participate equally in the political sphere would add value to local governance and will bring government closer to the people. Addressing the training and capacity building needs of the Women Elected Representatives (WERs) of the PRIs is considered essential to enable panchayat strengthening.

The programme aims to empower EWRs in local governments to make public policy and resource allocation responsive to the human rights of women. One of the main strategies – other than strengthening media institutions and engaging local motivators- to achieve the objective has been to support training/s so that women representatives transform and implement policies, programs and resource allocations in favour of women's interests. The UN Women Programme focuses on the women representatives at the Grama Panchayat level.

1.2.1. Programme Strategies:

The programme strategies include:

1. Support training, coalition, research and advocacy so that women representatives transform and implement policies, programs and resource allocations in favour of women's interests.

2. Strengthen key capacity development and media institutions in the region to mainstream gender responsive governance in their programs

¹ Details from the MoU signed on 18th March, 2011 at New Delhi between MoPR and United Nations Women, South Asia Regional Office, New Delhi made available by SIRD.
3. Engage motivators to attend local self-governments like Gram Sabha, Gram Panchayat and Ward Sabha to facilitate women's attendance, women's participation, discussion on issues that can improve the quality of life of women and use of the power of the Panchayati Raj Institutions to make Government agencies function in the above direction.

1.2.2. Components of the Programme, Implements and Partners:

The two major components of the programme are –

1. Training and advocacy for Elected Women Representatives
2. Establishment of a Centre of Excellence and research partnership

The UN Women Programme has been implemented the states of Andhra Pradesh, Karnataka, Madhya Pradesh, Orissa and Rajasthan. Project implementers and partners include- MoPR which is the nodal agency for implementation providing overall guidance and supervision, UN Women which funded and reviews the progress and shares experience with other international agencies, PR departments of the selected States in charge of programme execution, the State Institutes of Rural Development implementing the training component under the programme, working in close collaboration with the National Institute of Rural Development (NIRD) which has been the core agency for research and training.\(^2\) There have been district level implementation units too which worked under the supervision of State PR departments.

In addition, the National Level Steering Committee to look at planning, implementation and monitoring and to provide strategic guidance and State Level Steering Committee to review and guide the programme were operationalised.

1.2.3. Programme Specific Deliverables:

The specific deliverables as envisaged by the programme have been

(i) Increased participation of EWRs and women in the Gram Sabha, Ward Sabha
(ii) Increased participation of EWRs in Gram Panchayat meetings, reduction in the proxy role of male relatives at decision making forums

\(^2\) NIRD is an apex body for training, research and consultancy services in the rural development sector, it works as an autonomous organisation supported by the MoRD, Government of India.
(iii) Issues that concern the women most like livelihood, education, gender, health, drinking water and sanitation, planning and budget will be taken up in Gram Sabha, Ward Sabha and Gram Panchayat.

(iv) Discussion and problem solving on issues such as children, violence against women, special problems of women in disturbed at various PRI forums.

(v) There will be increase in actual participation of women elected women representatives in Panchayati Raj Institutions and reduction in proxy role of male relations of elected women representatives in PRIs.

1.3. Training Institute in Karnataka:

In Karnataka, the State Institute of Rural Development located at Mysore was associated with the implementation of the training component of the UN Women Programme. ANSSIRD- Abdul Nazir Sab State Institute of Rural Development- is an apex organisation for training, research and consultancy in rural development. It was established in 1989 when it began its activities under the auspices of Administrative Training Institute, Mysore.

<table>
<thead>
<tr>
<th>Vision –Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision</strong></td>
</tr>
<tr>
<td>• Institutionalization of Decentralized Development.</td>
</tr>
<tr>
<td>• Institute of Excellence for Training and Research</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>Facilitate developing/establishing new/alternate processes including assimilation and dissemination of knowledge, to empower and enable community to participate and realize the fruits of development.</td>
</tr>
</tbody>
</table>

ANSSIRD offers training programmes in several thrust areas of rural development and decentralized governance for the elected representatives of PRIs, functionaries of line departments, NGOs and Rural Credit institutions. The institute provides intensive training in face-to-face as well as satellite mode, using contemporary methodologies and technologies to suit different programme requirements. The form, content and delivery mechanisms of the programmes are developed with the assistance of experts, NGO activists and people's representatives.
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A right mixture of presentations, panel-discussions, demonstrations, lectures, case studies, role-playing, experience-sharing, brainstorming, film-viewing and field exposures is effectively used in the training process, with emphasis on participatory and interactive learning components.

ANSSIRD is governed by a Managing Committee, with the Additional Chief Secretary, Government of Karnataka, as the Chairman and 14 representatives from the state and central government's and NIRD as members. The organization is headed by the Director General and is administrated by the Director.

Infrastructure:

Sprawled over 6 acres of prime land in Mysore, the institute has the best-in-class infrastructure and high power SATCOM facilities. Two training halls (A/c) and a spacious conference hall, with sophisticated audiovisual learning aids mark the infrastructure along with a computer hall which has a capacity of 25 computers. The accommodation facility comprises of 28 rooms with twin sharing capacity.

1.3.1. UN Women Programme by ANSSIRD:

The UN Women programme was implemented in selected two districts in Karnataka viz., Mysore and Dharwad which were chosen by the GoK. The Zilla Panchayats of the two districts chose 100 Grama Panchayats (GPs); of the 235 GPs in Mysore and 127 in Dharwad district. There are 1779 and 810 WERs in the two districts; the corresponding figures for men are 4296 and 1863.

The ZPs were supported by a number of capacity building initiatives and trainings which were conceived and implemented by ANSSIRD over a three month period November 2012 to January 2013. ANSSIRD chose the District Training Institutes in the two districts for purposes for conducting UN Women Programme. In addition, the training infrastructure and support available at the Organization for Development of People (ODP), Mysore, CEDOK, Dharwad and Agricultural Science Foundation, Hulakoti of Gadag district were used. The details of the number of programmes conducted in each of the centres, the number of trainees who attended are given in the Tables below.

3 The details of the Institute are from [http://www.sirdmysore.gov.in/missionvission.html](http://www.sirdmysore.gov.in/missionvission.html)

4 Karnataka has a GP for every 5000-7000 population

5 The District Training Institutes work under the umbrella of ATI; there are 28 functional DTIs in Karnataka.
Table 1: Training Programme of Elected Representatives of Grama Panchayats  
Dharwad District

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Date</th>
<th>Sidak Dharwad</th>
<th>DTI, Dharwad</th>
<th>K.V.K. Hulakoti, Gadag</th>
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<tr>
<td></td>
<td></td>
<td>Nominated</td>
<td>Attended</td>
<td>Nominated</td>
</tr>
<tr>
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<td>24th - 26th September</td>
<td>38</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>27th - 29th September</td>
<td>39</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>03rd - 05th October</td>
<td>35</td>
<td>29</td>
<td>38</td>
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<tr>
<td>4</td>
<td>05th - 07th October</td>
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<td>-</td>
<td>39</td>
</tr>
<tr>
<td>2 Batch</td>
<td>2 Batch</td>
<td>-</td>
<td>-</td>
<td>30</td>
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<tr>
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</tr>
<tr>
<td>6</td>
<td>09th – 11th October</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>18th – 20th October</td>
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<td>25</td>
<td>45</td>
</tr>
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<td>8</td>
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<td>9</td>
<td>19th to 21st November</td>
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<td>-</td>
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<tr>
<td></td>
<td>Total</td>
<td>197</td>
<td>139</td>
<td>274</td>
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<tr>
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<td>Total from 9 Batches</td>
<td>633</td>
<td>509</td>
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</tr>
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<td></td>
<td>Percentage</td>
<td>70%</td>
<td>94%</td>
<td>69%</td>
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Table 2: Training Programme of Elected Representatives of Grama Panchayats
Mysore District

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<th>DTI, Mysore</th>
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<td>Nominated</td>
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<td>24 – 26 September</td>
<td>44</td>
<td>21</td>
<td>50</td>
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<tr>
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<td>27 – 29 September</td>
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<td>15</td>
<td>41</td>
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<tr>
<td>3</td>
<td>03\textsuperscript{rd} - 05\textsuperscript{th} October</td>
<td>45</td>
<td>18</td>
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<td>4</td>
<td>08\textsuperscript{th} - 10\textsuperscript{th} October</td>
<td>47</td>
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<td>05\textsuperscript{th} – 07\textsuperscript{th} November</td>
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<td>-</td>
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<tr>
<td>8</td>
<td>19\textsuperscript{th} - 21\textsuperscript{st} November</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>254</td>
<td>161</td>
<td>182</td>
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<tr>
<td>Total from 8 Batches</td>
<td>714</td>
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<tr>
<td>Percentage</td>
<td>48%</td>
<td>102%</td>
<td>59%</td>
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</tr>
<tr>
<td>Total %</td>
<td></td>
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</table>

1.5 Objective of Evaluation:

How effective have these trainings been? Have they empowered WERs, motivated them to perform better, are WERs able to understand gender differences and concepts better, do they participate at the forums such as Grama Sabhas and Grama Panchayat meetings are some of the questions that arise. The questions need to be answered to know the effectiveness with which the UN Women Programme has been implemented. This impact assessment attempts to answer some of these questions.

The objectives of the impact assessment are

To assess-

- the impact of training on knowledge, attitude, skill and performance levels of the trainees
- the training design, schedule and reading materials provided to the participants
- the extent to which the WERs have adopted the training inputs provided in their day- to- day functioning
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1.6 Evaluation Approach and Methodology:

The approach to this evaluation has been to assess the impact of training and capacity building initiatives within the framework of the UN Women Programme. The input in terms of the training and capacity building initiatives and its relation to the output as impact assessment has been done keeping the UN Women Programme objective in focus.

The impact assessment focused on conducting external validation which stresses on improving the quality and relevance of training. External Validation which links training to learning, i.e. post – course evaluation is important to assess the job performance.

The evaluation covered two districts where capacity building initiatives have been taken up under the UN Women Programme- Mysore and Dharwad. From each district, 10 GPs were selected purposively for interaction with the trainees covering both the ERs (men and women) and the officials. The women who had abstained from attending the training programme were also contacted. Apart from that; the officials at the training institute [ANSSIRD], were also interacted with to understand their perception and to get an overview on the training programme.

Structured schedules were administered to three types of stakeholders – (i) the women ERs who have undergone training (ii) women ERs who did not attend training and (iii) men- officials and elected representatives of the GP

Sample size

<table>
<thead>
<tr>
<th>Sl no</th>
<th>Name of District</th>
<th>WERs trained</th>
<th>WERs who did not attend training</th>
<th>Men Respondents</th>
<th>Total</th>
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<tbody>
<tr>
<td>01</td>
<td>Mysore</td>
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<td>25</td>
<td>34</td>
<td>106</td>
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<tr>
<td>02</td>
<td>Dharwad</td>
<td>52</td>
<td>15</td>
<td>27</td>
<td>94</td>
</tr>
<tr>
<td>Total sample size</td>
<td>99</td>
<td>40</td>
<td>61</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>
The questionnaire for WERs was devised based on the three main points:

1) Recall of the training programmes that the trainees attended,
2) Changes – in job performance and the results achieved- that have been the outcome of the training programme, and
3) Feedback and suggestions to the training programmes of SIRD.

All of these have implications for the way in which training programmes were conducted. The findings have implications on how future programmes need to be addressed - in terms of content, design, usefulness of field work, reading material etc and more importantly throw light on the larger question of having training as a one-time intervention, to be able to see if there other interventions are needed too to build capacities.

The first one- that of recall – is of importance, as it would throw light on the way in which andragogy could be addressed. –how an adult can remember and recall and what aspects are remembered best, after a lapse of time, post attending any training programme/s.

The second deals with the issues of impact, the questions attempt to conjure links between training and performance, as perceived and said by the trainees.

The impact assessment of the training is probed by noting the changes in knowledge gained, skill acquired and attitudinal changes adopted owning to the training.

The third set deal with SIRD programmes, how best do trainees think that the present programme could be improved and also on which aspects that the trainees think that they need further trainings.

Secondary information was gathered from ANSSIRD using semi-structured formats. This gave an insight to the training design, schedule and reading materials that were provided to the participants.
GPs Selected:

**Mysore District**

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<tr>
<th>Sl no</th>
<th>Name of Taluk</th>
<th>Name of the GP</th>
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<td>03</td>
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<td>1. Hirikyathanahalli</td>
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<td>04</td>
<td>KR Nagara</td>
<td>1. Chandagal</td>
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<td>2. Lalamdevanahalli</td>
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<tr>
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<td>Periyapatna</td>
<td>1. Kampalapura</td>
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<td>07</td>
<td>HD Kote</td>
<td>1. B. Matagere</td>
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**Dharwad District**

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<td>Navalagunda</td>
<td>1. Badrapura</td>
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<td>2. Nalavadi</td>
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Tools

Director SIRD – Annexure 1
Course Director – Annexure 2
Check list of secondary sources of information needed –Annexure 3
Impact Assessment Schedule – Women Elected Representatives- Annexure 4
Questionnaire for WERs who did not attend Training – Annexure 5
Set of questions for interaction with men elected representative- Annexure 6

1.7 Team Composition:

To conduct the impact assessment, a team of field assistants were associated with the principal investigator. The field assistants’ posses vast experience in training and capacity building of GP members, they have been trained by ANNSIRD and have worked as Resource Persons in the said district, delivering the same programme too.

Raja, Puttamma and Lokesh of Mysore, Mahadevi M Angroli, Sneha Savantha, Lalith Madalli and Sidrammaiah Hirematt of Dharwad were involved

The support of ANNSIRD was consistent in the overall evaluation process which helped the evaluation team to complete the assessment.
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Section - 02
Capacity Building Approach & Process

The approach to training and capacity building adopted by the SIRD has been a systematic one, using the SAT tenets (Systematic Approach Training) – analysing tasks, assessing training requirements, stating training needs, developing course design.

2.1. Training and Capacity Building Model:

The training and capacity building adopted by the SIRD to implement this programme has been one of using the direct training mode that is direct- face-to-face trainings which were conducted at Mysore and Dharwad.

2.1.1. Direct Mode-Face to Face:

Face to face training has been adopted as a model as it creates this model as it has created scope for one to one interaction and facilitates exchange of views between the trainer and trainees. This mode of training seems more appropriate especially in adult learning and feasible to discuss various issues related to different schemes / programmes and getting clarification from the trainers. Secondly, this mode of training creates a sharing platform for all the participants to exchange ideas and practical experiences.

The trainings at the districts adopted the cascading mode which works on the principal of Training of the Trainers.

2.1.2. Cascade Mode:

The Cascading Mode of Training works on the principle of developing cadres of trainers who in turn impart training to the trainee segment in a phased manner. The cadres are developed through Training of Trainers [ToTs] who in turn imparts training at different levels. Adoption of this mode of imparting training is basically driven by the objective of improved outreach and imparting large scale training at a particular time. This mode has been useful to train the large segment of ERs at GP. This mode has increased the reach of training to the last mile and is considered as the most appropriate approach for imparting training to large groups of participants.
ToT programme was organized by SIRD from the 10\textsuperscript{th} to the 12\textsuperscript{th} of September 2012 where a total of 18 resource persons were trained; they were equipped to conduct the training programmes at the districts of Mysore and Dharwad. ToT programme was conducted as a self learning experience, with experts in the field of legislations concerning women, those who are well versed in delivering contents on leadership skills and on gender aspects were invited as resource persons to address the trainers.

The ToT trainees were equipped with the training modules, schedule, clipping power point presentations.

2.2. Training Needs Identification Process:

The principle process adopted to identify training needs was one of conducting workshop. Multi-stakeholder workshop was emphasized on, the workshop conducted by SIRD on 21\textsuperscript{st} May 2011 invited participation of a range of stakeholders- the elected women representatives, officials and NGO representatives. A total of 34 participants attended the Training Needs Analysis (TNA) workshop that was conducted at ANSSIRD, Mysore. By using brain storming and discussion methods, the workshop elicited the gaps that the training programme needed to address.

The functional hurdles that the WERs faced at the personal level – inferiority complex, illiteracy, lack of knowledge on role clarity, lack of information, restricted mobility, lack of confidence; at the family level- lack of support from the members of the family, household drudgery, restrictions from the family, men insisting on proxy participation; at the community level- social compulsions, confronting prejudice were listed.

The women/the group also pointed to the constraints at the work place that deters their participation as one of having less information regarding various activities and the various developmental programmes, inability to address public functions, lack of confidence to mingle with the public/citizens and so on. Other than this the non-cooperation from the officials and the elected representatives (men) were also cited.

As the outcome of the needs analysis workshop, training design emerged which specified that training should be of three day duration, should be residential and participatory and organised exclusively for women. For the first time a training programme exclusively for women was organized and held by the SIRD.
2.3. Training Design and Content:

The design of the training programme specified the following topics and content. (Details in Annexure 7)

The training covered topics such as

1. Gender – Concept, Gender relations and impact of gender inequalities
2. Concept of Reservation and Challenges faced by EWRs and Strategies to be followed to strengthen leadership
3. Role of PRIs in organising ward and gram sabhas
4. Enabling Leadership Qualities for Good Governance
5. Women in decision making process
6. Role of EWRs in Convergence of Services at GP level
7. Prevention of Domestic Violence Act 2005
8. Women and Law
9. Gender Budgeting
10. Achievement of EWRs through organised efforts
11. Role of EWRs and motivators in the implementation of the UN women programme

2.4. Target group:

The target group of trainees were the women ERs. The President, Vice President, Standing Committee Chairpersons among the ERs were also a part of the group. Instead of the mixed group approach, which is usually followed in all trainings, this programme was exclusively for women.

2.5. Method of Training Delivery:

The methods advocated and used during training were

- Ice breaking exercises – games
- Brain storming
- Film viewing
- Energiser games
• Group activity/games
• Role Play
• Case study discussions
• PPT and Flash card game
• Lecture
• Discussions

2.7. Association of Trainers (RPs):

Experienced and qualified academicians, trainers, activists were selected to address the trainees. The faculty members of SIRD, with subject knowledge on the said issues, were also invited to share their knowledge and experience with the trainees.

2.8. Reading Material:

Reading material was also prepared to address the needs of this training programme. Exclusive modules and reading materials were developed for purposes of making the training programme effective.

The Handbook covers topics such as Gender concepts, gender relations and effect of gender differences, need for empowering WERs, Conduct of Ward and Grama Sabha and the need to boost women’s participation in it, women and law, gender budgeting, Roles and responsibilities of women WERs

2.9. Training Logistics:

The programmes were held at ANNSIRD, ODP, DTI Mysore and at CEDOK, Dharwad and Agricultural Science Foundation, Hulakoti of Gadag district.

3.0. Training Feedback System and Its Utility:

The method of evaluation that has been used by the training institute was one of administering a questionnaire at the end of the training course. The schedule seeks to answers questions such as if the expectations of the participants have been met by the course, the facilities of food and accommodation provided etc. This system of evaluation is limited to class room learning. It looks at how the training went on and how the food was served and if the accommodation was clean and liveable. This method of using the internal validation necessitates that, at the end of the course, the
trainees are asked to note their views on the usefulness of the course, the effectiveness with which the trainees were taught as per the framework prepared for training.

After the completion of the course, the course evaluation report is prepared by averaging the scores, taking each criterion into account. This report is submitted to the Director, SIRD.
Section 3
Effectiveness of Training, Its Utilization and Impact

This section has two sub sections, the first sub section presents analysis of data of field work done in Mysore district and the second pertains to Dharwad.

The district data covers the analysis of the answers received from (i) the EWRs who underwent training (ii) WERs who did not attend training and (iii) men – the ERs and the officials – their response to UN Women Training.

Section 3
A. Mysore District

1. Elected Women Representatives who underwent training

The EWRs who underwent training were reached one-to-one and were administered a questionnaire which covered three main components of the questionnaire, as explained in the preceding section - on training – how much do they remember of training and what aspects, the impact of training and the suggestions made to improve the SIRD programmes.

3.1.1. Profile:

Educational Level

Of the 47 trainees who were interviewed, 17 are illiterates (36%), 16 (34%) had seen the steps of high school. The maximum qualification of the WERs has been 10th Pass (17%) and pre-university (13%)

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<th>Pre-University</th>
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<th>High School</th>
<th>Primary School</th>
<th>Illiterate</th>
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<td>06</td>
<td>6</td>
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Category of Trainees

38 of the total trainees interviewed for the purpose of this study were members of GP (81%), there were two Presidents, one who was a GP President earlier, 3 Vice Presidents and 2 Standing Committee.
3.1.2. Information on Training:

Date of holding training

The date – month and year- in which the training was held was not accurately remembered by the trainees. While some (19 of them) remembered the year in which they attended training, six of them said that they do not remember and three could not mention any date/year. Few women- 10 of them mentioned the months which ranged from August to November and some said that it was last year (8); a woman said that it was more than a year since she attended the training.

Theme (of training)

There were varied answers on what the theme of the training/the topic was. As many as 12 of them said that it related to women leadership and development (26%), 10 said that it was women leadership and empowerment (21%), the other answers varied and covered women rights, women development, on GP and its functions. 2 (5%) of the respondents said that it related to politics, women leadership and development. Six (13%) of them did not mention anything.

The commonality in all this is that it related to women, it was for women GP members.

Venue (place of training)

The place of training was mentioned as DTIs (20 answers), SIRD Mysore (2), ODP Mysore (2). Four of the respondents have not answered this question and as many as 19 (41%) have mentioned that it was held at Mysore.

The Duration

45 of the trainees remembered that the training was of three days duration, the rest (2) have not given any answer.

Who conducted

26 of the 47 (55%) could say that the programme was conducted by ANSSIRD, the other answers included ZP/TP and do not know. 6 of them have not mentioned anything.
Deputation to Training

The deputation to training was from ZP/TP/GP, 29 (62%) said this. 16 (34%) mentioned SIRD, GP. The others have left the question unanswered.

Advance time

An advance time of 1-3 days was given to them to attend the programme said 21 of them (45%), 3-7 days said the other (22 of them i.e. 47%), four (8%) of them have not mentioned anything

3.1.3. Training Design, Content and Method used:

The design of the programme was considered to be good by all the 47 (100%).

Method used and liked most.

The trainees remembered games, film viewing, group discussion and role play and lecture as the methods used to impart training. One to one discussion and elocution were the other methods that they could remember to mention, as also storytelling and drawing pictures.

Film viewing, games, lecture and role play were the methods liked most in that order. Some have liked the elocution and dialogue (one to one conversation) too.

3.1.4. Reading Material

46 of the respondents (98%) have confirmed receiving the reading materials and that it is in the local language Kannada. One has left the question answered.

While 19 have said that they have read whatever has been made available as reading material, 13 have categorically said NO. Five have admitted reading only parts of it.

What is interesting is that some of the representatives have sought help of their children or others to read out parts of the material especially the portions that would be of use to them. 2 of them said that they have taken help of others, one said children, and one more said that she seeks help when she needs it. Two of the respondents have not answered the query.

Those who have read the reading material say that it covers issues of gender, gender differences in the society, reservation for women, on development programme
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devised for women, gender budgeting, leadership qualities, women and law, conduct of grama and ward sabhas.

The components found useful are the legal aspects pertaining to women (domestic violence, equal opportunities for women, right in property, development programmes for women, conduct of ward and grama sabha, women and leadership, constraints faced by women to become empowered, GP programmes (construction of latrines, drinking water supply etc), programmes such as MNREGA, and social security programmes such as old age pension, disabled and widow pension.

Leelavathi, Member, Chandgalu KR Nagar says that women reservation, political leadership, equal treatment to girl child are issues/topics that she has found useful. She is illiterate and has sought the help of her son and has made him read on this.

3.1.5. Usefulness of training:

Of the 47 women interviewed in Mysore district, 44 have found the training useful, three have not responded. Those who have found it useful say that they

- were sitting quietly earlier now they speak at the Sabhas
- their confidence levels have increased
- are able to address large gatherings
- have become bold
- know how to behave in the meetings/sabhas
- know how to respond to people’s needs
- have understood their roles
- have learnt new things
- got to meet and interact with the members of other GPs
- can work independently, their dependency on others has reduced
- Enquire if there are atrocities against women in the village/GP
- encourage/motivate women to participate in the grama sabhas
- organize sabhas
- preside over ward sabhas
- Attend all meetings of the panchayat
- participate in the preparation of Action Plan
- ensure government programmes and benefits reach the needy, choose the right beneficiaries
- visit panchayats often to know about the government programmes
  Visit schools and anganwadis
- Enrol workers under MNREGS
- Have built toilets
- Ensure gender balancing at home- between children and equal wages for equal work at the panchayat level
- have gained knowledge on women’s rights and the legislations that concern women
- have learnt about atrocities on women at the household level and the legislations that are there to protect women
- Address adolescent girls on various issues
- nutritional needs of children, need to maintain cleanliness and on HIV Aids
- address SHG women on women rights

The answers have leaned towards speaking at meetings. Overall, there has been an added interest, renewed participate and contribute to the activities of the GP/s.

*Lata*, Member of Hireyakyathanahalli GP, has said that the training helped her as she is illiterate. She now understands that because of reservation, she/women could enter the political sphere. She is convinced now that she should bring up her children- both her son and daughter – equally, she has decided to provide her daughter education equal to that of her son.

### 3.1.6. Impact of training programme:

The impact has been further probed under three headings – knowledge, skill and attitude/confidence.
Knowledge: The knowledge gain has been on

1. Knowing more about programmes that benefit women
2. legal aspects related to women
3. importance of GS and WSs and women’s participation in it
4. looking at development issues from a gender perspective
5. understanding their women’s roles in the meetings
6. women leadership
7. patriarchal system and its effect on the society
8. gender concepts
9. stopping of atrocities on women
10. government programmes for women
11. Understanding on why we (women) have been elected.

T.G. Sumitra, Member, Sosale – earlier we equalized development with construction of roads and drainages, now we know that it means education, health and increase in family income. We now visit schools and anganwadi and appreciate the allotment of Rs 5 lakh to women under the MNREG Programme

Skill: The skill learnt are-

1. Art of public speaking, effective speaking equivalent to men
2. forming women groups
3. preparation of action plan
4. how to participate in the Sabhas
5. how to hold discussions
6. how to speak/communicate with people
7. how to raise questions
8. how to resolve conflicts
9. how to gather information from different sources
10. how to select beneficiaries
Attitude: The women perceive changes in their attitude and confidence levels. They say

1. That their confidence levels have increased, they are able to speak with men/councillors and citizens
2. That they have gained confidence and are able to speak at the meetings
3. That the low self importance that they had has gone
4. That they perceive to be equal to men and that they should participate at the GP meetings and reduce proxy participation by their husbands.
5. That they are bold and are able to move around on their own
6. That they are bold and are able to question officials too
7. They are motivated to contest in the GP and TP elections

3.1.7. Enhancement in performance/utilization in the work area-

The performance enhancement can be seen in the regular participation at the sabhas. Many of those WERs who were interviewed have said this.

The levels of participation at the sabha and GP meetings include (i) taking part in discussions (ii) raising questions (iii) participation while action plan of the GP is prepared and (iv) participation in the decision making processes.

Participation at other forums/everyday functioning includes (i) interacting with men (ii) questioning PDO/officials (iii) visit GP office often (iv) seek information from the Panchayat office

The contribution to the GPs overall functioning has been in (i) encouraging/motivating women to participate in the GSs, (ii) building more toilets (iii) visit schools and anganwadis (iv) allotting money for women in GP budgets.

The other aspect that the training addressed is the handling of women issues by the WERs. Some of the respondents have said that they are doing this. For e.g. Puttamma, a member at Naganahalli GP says that she has resolved a conflict at a household where a man who was abusing his wife was warned by her and this helped in changing the situation. Poornima GV of Chandagal GP of KR Nagar Taluk has addressed Stree Sakthi groups on legal aspects covering women and has organized women forums where she has invited the CDPO to address and provide information.
Parvathamma, Member of Kamalapura GP had addressed adolescent girls with information on HIV/AIDS.

The answers to question 26 (Annexure 4), which captures the pre and post training knowledge gain on the five aspects which the training aimed to address have been plotted as graphs. The answers Fair, Good and Very Good are given weight of 1, 2 and 3 which is drawn on the y axis and the trainees are depicted in the y axis.

The five aspects covered are Reduction in Proxy Representation, Participation in GP Meetings, Participation in Ward and Grama Sabha, discussion on women issues at various meetings, allocation of budgets for women development programmes, discussion on issues and problem solving such as children and atrocities against women.

1. Reduction in Proxy Representation:

Reservation of seats for women has been mandated in the rural local self governments by the 73rd Constitutional Amendment, Karnataka has reserved 50% of the seats at the three tiers of the PRIs. These has brought in women representation at the GP level too but as many of the women are first timers in politics, they shy away from participating in local governance processes and thereby allow men of their household – husband, father, brother – to represent them. This proxy representation, which demeaned the very purpose of reservation for women, has been addressed by the UN Women training programme as a result of which there has been a substantial increase in women’s participation at the grass roots governance.

Of the 47 WERs who have gave feedback, 14 have not answered this query. Percentage calculations of answers for the 33 feedback received from the WERs are depicted in the graph below. The percentage has moved to Very Good (88%) from what was once Fair and Good as clearly seen in the graph below.
2. Participation in GP Meetings:

With the reduction in proxy representation, the women’s participation in GP meetings has increased. Six of the respondents have not answered this query. Of the rest 41, the percentage calculation of answers is depicted in the graph below. The overall post training experience has shown that participation in GP meetings has increased, from what was fair and good earlier all of the respondents feel that there is participation at the GP meetings by the WERs.

![Participation in GP meetings graph]

3. Participation in Ward and Grama Sabha:

The WERs are more regular in attending the ward and grama sabha meetings after they attended the training. 10 out of 47 WERs have not answered this query. The percentage calculation of the rest has shown that pre training perceptions, knowledge and practice has moved from Fair and Good to Very Good.

![Participation in Ward Sabha & Grama Sabha graph]
4. Discussion on Livelihood, Education, Gender and Health Issues at the Ward Sabha, Grama Sabha and GP meetings:

WERs are now insisting that there should be discussion on health, education, gender and livelihood issues at the various forums related to the GPs- GP meetings, Ward and Grama Sabhas. The feedback to the question on the degree of change in the levels of discussions on the above issues has shown a substantial degree as seen by the graph below.

Six WERs have not responded to this question, the answers of the 41 WERs are shown in the graph below. What was considered as Fair and Good prior to training has shown a substantial change as it shows a leaning towards Good and Very Good.

5. Allocation of Budgets for Women Development Programme:

The knowledge on allocation of budgets for women development programme at the GPs has improved considerably after the WERs attended training and this is depicted in the graph below. With 41 answering this query (7 have abstained from it), the graph shows that the knowledge on this was earlier minimal but has moved to good and very good.
Discussion and Problem Solving on Issues such as children, violence against women:

Gender issues, gender and legal aspects, issues related to children, atrocities meted out to women are the topics that WERs who attended the UN Women Training Programme found most useful. This is also shown in the graph which depicts a considerable change in the pre and post training period. The WERs knowledge which was basic/fair on these aspects changed to good to very good. Six have not answered this query, of the 41, 98% had indicated that their knowledge was fair and this has changed to Good and Very Good (46 and 48%)
3.1.8. Suggestions for Improving Training

The questionnaire devised for purposes of this assessment sought the suggestions of the trainees for improving training programmes.

The suggestions centred on

1. To increase the number of training programmes conducted for the WERs, to hold training programmes more frequently and to hold them as soon as they get elected to the GPs. It is also suggested that trainings should be made compulsory to the ERs. Refresher course/holding of the same course is also advocated.

2. The suggestions related to logistics include ensuring prior notice of a longer duration, holding the programmes at the taluk levels, making it non-residential as women need to attend to household work and pay honorarium and travel allowance to the trainees as the panchayats do not support them.

3. The content of the programme should emphasise on government programmes, new topics, on health, education related and livelihood issues as knowledge and skill of preparing action plans of the GP. Discussion on case laws and decisions taken on women atrocity cases.

4. Methods to include exposure visits, films on model panchayat.

5. Training and performance aids to be more pictorial.

The women also expressed their need for advance training-

1. On women components and issues covered by the various departments.

2. On various opportunities available for women at the village and urban areas.

3. Special courses on agriculture, livestock rearing etc, on improving their economic conditions.

2. **Elected Women Representatives who abstained from training**

There were WERs who did not attend the UN Women training programme/s. The assessment probed the reason for it and also attempted to find out if they could identify the changes the training brought about in those WERs who attended training and if they are inclined to attend training when conducted in future.

3.2.1. **Profile**

**Educational Level**

Those of the WERs who abstained from attending training were illiterates (10 of them), two had seen the school steps (primary school), 6 of them had been to high school, 5 had passed 10th standard. Two have specified that they had gone to college (pre-university). The sample covered 25 WERs.

**Category of Respondent**

Of the 25, 19 were members, one was a President 2 were Vice Presidents, 1 was a member of a Standing Committee. Two of the respondents have not answered to this query.

3.2.2. **Reasons for not attending the training programme:**

The reason for not attending the training was an important question that was raised and the answers varied. It ranged from family compulsion to health issues and lack of awareness on training.

The issues at home related to (a) husband did not allow. Three of the respondents have said this. (b) Had to attend to household work as there is no other support (2). (c) Child rearing compulsion – looking after child admission etc (1 said this). (d) Attend functions at home (2 said this), functions of relatives (3 respondents), be with relatives/neighbours at the time of their distress/death in their family (1 said this). The other reasons included – being away from home town (2 said this), was not well/hospitalized (1 said this).

Three of the respondents said that they were not aware that there was a training programme that was being conducted for them and that they were expected to attend.

The reluctance was also because the programme was a residential one and was of three days duration. Four of the women have categorically said this and one of them
said that she went on the first day but had to abstain as this was a residential programme and I have no permission to stay over. One of the respondents expressed helplessness and said that there was “no one to take me”.

The WERs however consider that the training was beneficial to those who attended. 23 of them (92%) said so. One did not know if it made any difference and one more has categorically stated that the training did not benefit the women who attended.

Now I feel that I should have attended said the programme – Lakshmi, GP Hemmaragala

Pushapa of Kamalapura said that she now understands why the course was residential and the lady who attended the programme said that she could learn more because of it as she could interact with other panchayat members.

3.2.3. Benefits accrued to those who attended the programme:

The benefits that the WERs say as those accrued because of training are-

1. Those who attended training are able to speak at the meetings now, they also question others

2. They make an attempt to know the problems of the people, they visit schools and anganwadis

3. Earlier they were either represented by men at meetings or were supported by their (men’s) presence. Now they (women) come alone.

4. Participation of women at the GSs has increased, they mobilise Stree Shakthi members

5. In the general body meetings of the GP, they participate in discussions

6. They conduct ward sabhas under their tutelage/guidance Sharadamma of Siddalingapura GP

7. They mediate and resolve fights, if there are any at the village.

8. Their awareness level has increased because of which they are more confident and participate in meetings effectively.
President Shobha is performing her duties efficiently, she has changed considerably, participates effectively and takes decision (Sharadamma and Sumitra Members of Siddalingapura)

Some of the women have also expressed their viewpoints- of women’s success in learning because of training and translating it into field- by comparing with men. A few are highlighted here as it throws pointers on the mind sets and the importance of gender balancing in any programme.

Parvathy and Kaveramma have gained confidence; have learnt on many issues/topics. They can now speak in a balanced way- in a way that is approved by men. Maltathi, Member, KampalapuraGP

Nagamma and Manchamma attended the training and I see many changes in them. Sometimes they ask men to keep quiet and participate in discussions Rabiya, Member, Mattagere GP.

Some speak equivalent to men – Maniyamma, Member, Lalamdevanahalli

Twenty three of the 25 (92%) have shown an interest to attend the training programme if held in future. 2 have not expressed any opinion. Some would want to attend the programme if there are accompanied by other members, one has suggested that the training venue should be closer home, at the taluk level.

3 Men – Elected Representatives and Officials of the Grama Panchayat

The responses of men at the GP, some of who share the same office space and responsibilities as that of the WERs, were elicited to get their viewpoints and perceptions on the changes that the training has brought about in women. The categories of men who constituted the sample included both the elected representatives and the functionaries. The functionaries included PDOs, GP Secretary and Bill Collector/other staff members of the GP. The ERs included members and Presidents.
3.3.1. Profile:

Educational Level

The educational levels of the men respondents varied as seen in the table below.

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<tr>
<th>Post Graduate</th>
<th>Graduate</th>
<th>Pre-university</th>
<th>10th pass</th>
<th>High School</th>
<th>Illiterate</th>
<th>Other</th>
<th>Primary school</th>
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**Category of respondent:**

In Mysore district, of the 34 interviewed, 19 i.e. 56% were the elected members and the rest 15 (44%) were the functionaries of the GP.

Of the 19 ERs, 17 were the members of the GP and 2 held the position as Presidents. The sample also included 7 GP Secretaries, 6 PDOs, a Bill Collector and a Panchayat Staff.

3.3.2. Perception on Usefulness of Training

To get men’s perception on providing training to women, a question that was asked was if any type of training is useful to women at all. 32 of them (94%) have said that training is useful to women, 2 of them have said that it is not.

Those who said that training is useful for women have reasoned out that training increases knowledge and builds awareness on various issues that pertains to panchayat functioning. Training would help WERs to advice on development work that should be undertaken; they would get to know their roles and responsibilities. They would be motivated to participate in the sabhas/meetings. The general view point has been - *Women were home makers and have entered the political arena due to reservation and training would help in creating awareness on their roles and responsibilities. Training would help them participate in the meetings/sabhas actively.*

The officials – PDOs are of the opinion that the WERs do not show much interest when Government Orders etc are made available by them. Whereas if the Orders and Circulars are explained/made available at the training programmes, they
are more responsive /show more interest (Lokesh HD, PDO, Hirekythanahalli, Boregowda, GP Secretary of Chandagal)

To the question whether the UN women training has helped women- 28 (82%) have said yes, four have not answered and two have said no.

Those who have said yes have said that they have noted visible differences in the women who have undergone training. Women who were quite and non-participative at the meetings earlier now speak and participate in a positive way and raise questions too.

Annegowda, Member, Chandagal GP - I have been observing women representatives after they attended women empowerment training. They visit the GP offices, attempt to get government facilities to the people, assist in selecting the deserving beneficiaries.

Women would have won the GP seats due to reservation and therefore would not have known anything on administration. The husbands would have been performing the roles at the GP, now the women themselves are taking interest to know their roles and responsibilities (Dimdima, GP Secretary, Chandagaulu GP, KR Nagara Taluk)

Since their awareness levels on various issues have increased, their questioning capacity has increased too. Men perceive that the UN Women Programme has made women realize that they are equal to men and this has built their confidence levels and participation in the decision making processes. The WERs-

- Visit anganwadi, schools as well as Primary Health Centres.
- Resolve conflicts
- Participate in GSs
- Mobilize women in large numbers to participate at the GS
- Create awareness on women’s rights, on child marriage, on the importance of maintaining cleanliness in the panchayat area, help in identifying those who need toilets to be built
- Assist/support in collection of tax.
• They communicate better, in a dignified way
• They follow discipline and attend meetings on time
• They question the officials/ PDOs

Basavanna PDO, Siddlingapura GP – the election to President and Vice President seats were conducted after the training programme and in many panchayats women have become the Presidents. They have gained knowledge on many issues and are cooperating. I am happy to work in the panchayats.

The WERs have contributed to the functioning of the GP.

1. As President of Ward Sabha Ms Mamtha approved of certain works and enabled construction of school wall using NREGA programme- Prakash Panchayat Staff, Hemargala

2. Identifying the needs of their constituencies at the time of action plan preparation. This has been possible because of training (q 25) Pradeep Kumar, PDO, Hemargala

3. Creating livelihood opportunities /skill learning opportunities (this has been done by Kamalakshi Kamlamma who is the President of Siddalingapura GP- as said by Naryana, Member of the same GP

Two of the WERs- Lakshmi and Mamtha- know many things- more than us!- the way they speak surprises us (Hemargala GP) as said by Pradeep Kumar, PDO

Those of the men respondents who have said that the training has not helped, two of them Kumar, President of KampalapuraGP and Chandrshekar, GP Secretary of Lalamdevanahalli say that there are no changes in women’s participation at the GP. One has said that they repeat whatever has been taught at home or keep repeating whatever they have perceived. The other respondent has said that training should be given to those interested, if women attend because of pressure, it is of little value.
3.3.3. Difference between the trained and untrained Women Elected Representatives

The difference between those trained and those who of the WERs who have not undergone training has been explicitly stated by the men respondents. Those who have undergone training-

- Strive to get more information at the meetings, participate in the meetings and in the preparation of action plan
- Support each other and also mobilize women’s participation at the GS’s.
- Come to the GP office more regularly
- Raise issues concerning working of the functional groups at the anganwadi and schools at the GP meetings
- Participate more than men at the GP meetings
- Do not allow proxy representation by their spouse unlike those WERs who have not been trained
- Attend meetings on their own/alone
- Solve problems, if any, relating to their wards/constituencies
- Stick to agenda when at meetings
- Identify work spots on their own, without seeking help/consenting their spouse (Chandagal GP)
- They take responsibilities and do not allow others and visit GP office regularly whereas the others allow others to take responsibility and attend meetings which are mandated.
- Participate in tax collection drives
- Mix with other members too
- They are able to get many works done

Those who have not attended training sometimes seek information from those who have attended but when they raise questions/seek clarifications, their confidence levels are low.

Of 7 WERs, 4 attended training and three did not. The difference is that those who attended the training participate at the meetings, ask questions and also visit the GP office on a regular basis unlike the other 3 who did not attend the meeting (M Shivanna, President, Hura GP, Nanjungud)
3.3.4. Impact of Programme:

Impact of the training programme is assessed in terms of knowledge, skill and attitude.

To the question whether the training has helped in building confidence of the women, the answer has been yes by 28 (82%) of the trainees. One has said no (Kumar, President of Kamlapura GP), 5 have not responded.

The increase in confidence is visible as the women now come to GP office more regularly, visit schools and anganwadis, move around/take part in meetings and discussions by themselves, participate actively in the GP meetings, participate equally as men, speak boldly without hesitation, behave with decorum and follow time discipline, speak/hold conversations without fear with men representatives, identify beneficiaries among their ward members to enable them to avail facilities accruing from the government programmes. Their confidence levels have risen to discuss women issues, they are able to answer queries raised by other members, and they now even speak to other women on legal issues that concern and protect women. This is because they have now become aware that they are the members and they should speak on women’s rights.

There were five main issues that the UN women programme concentrated on as pointed to in Section 1. These include Reduction in Proxy Representation, Participation in Training, Participation in Grama Sabhas, Discussion on Various Issues at the Sabhas, Allocation of budgets for women development programme, Problem Solving, violence against women.

The men respondents were asked questions specifically relating to the above issues to find out if they have seen any changes in the WERs who have undergone training as this would help specifically to gauge the effectiveness of training.

1. Reduction in proxy representation-

More than 50% of the respondents have said that proxy participation has stopped and the WERs themselves participate at the various forums- GP meetings, Ward and Grama Sabhas. Some say that proxy participation has reduced but not stopped completely.

There are a few others who have noted degree variance in the reduction in proxy participation-
- Participation by women is limited to attending meetings and preparing action plans when it comes to important decisions such as works (construction) men continue to participate.

- Women participate but they mouth whatever has been taught to them at home- they voice someone else’s view points

Two of the respondents have however said that there was no proxy participation before (before the women attended training).

2. Participation in meetings

1. WERs attend meeting regularly. The absenteeism to meetings has reduced, some who are hesitant to move on their own are accompanied by their neighbours till the GP hall (rule does not allow non-members to be present at the meetings).

2. The WERs participate in the meetings effectively. There are degree variations in this too.

   (i) They follow discipline, they keep up time
   (ii) Earlier would sign and go away due to work pressure at home, now they stay the entire time of meeting
   (iii) attend additional meetings too if called
   (iv) clearly express whether they are far or against the decision that is being taken
   (v) prepare for meeting as per the agenda, speak about their ward issues and get it resolved

3. Participation in Grama Sabhas

1. attend GSs, their attendance has improved too
2. facilitate conduct of GS
3. motivate other women members to attend
4. Participate - put forth the demands/requests of the women whom they motivate to come with them
5. answer queries, if any, raised by the citizens
6. conduct exclusive women GSs
7. Head the GS meetings
8. Ward sabha participation is more as the women are from the same wards

The flip side is that some men respondents have said that there is slow improvement, women still hesitate to talk in the sabha, they need more inputs. Also the participation of women at the Sabhas should increase/should be more.

4. Discussion on various issues at the Sabhas.

The discussion at the Sabhas is said to mainly relate to the problems in the ward/GP. The issues covered are roads and drains and water supply. There are times when issues concerning children-anganwadi working, school functioning, child health are discussed. Occasionally there are discussions on jobs and government facilities available for women- in housing projects, in NREGA, old age and widow pension and livelihood opportunities and skills available for them.

One of the respondents has pointed out that there cannot be only women issues discussed at the GS meetings.

5. Allocation of budgets for women development programme

A majority of respondents have said that it is not possible to allocate budgets for women development programmes in the GP budgets. The budget allocation cover repairs, drinking water supply, drainage repair and the like. The respondents have however said that it is a good prospect to ensure allocation for women development programmes and they would endorse it.

There have been positive responses from the GPs of Naganahalli, Siddalingapura, Hemmaragala and Lamadevanahalli where it is said that there have been allocation for women development programmes.
1. 15% of the grants received this year has been reserved for women (Swamy, Member and Esha Kumar PDO) Naganahalli GP

2. 33% reservation for women, their programmes- correspondence to this effect and approval by the men have been received (Pradeep Kumar, PDO, Hemmaragala)

3. 15% of money reserved for women- Mahadevanayaka, President, K Nagaraj- PDO and Girish Kumar, Member of Lamadevana halli have said this. The PDO K Nagaraj has said that this is used for training Stree sakthi members.

There should be reservation for in budgets for women, G Lokesh, Member, Siddalingapura

6. Problem solving, violence against women

An important issue that the WER were trained in at the UN Women programme has been that they would resolve some of the local issues especially related to women.

When asked if the trained WERs were practicing what they had learnt, the men gave varied answers. Majority of them said that there were no major conflicts in the GPs and therefore there was scope for women’s involvement. A few however pointed to having seen WERs solving local problems, raising voice on atrocities against women, two or three of them together would resolve conflicts at the household level- those related to women atrocities. Sridhar, Member of Hirikyathanahalli GP has said that if there are child marriages, the WERs stop them after counselling/ talking to the elders.

The practical implications of resolving issues at the local level have been pointed too by the respondents who say that only a few would like to get involved in conflicts. More importantly, if there are conflicts, the village elders would solve it.
Section - 03
B. Dharwad District

1. Elected Women Representatives who underwent training

3.1.1. Profile:

Educational Level

52 WERs were interviewed seeking their feedback on various aspects of the questionnaire that was administered to them. Of this majority (58% i.e. 30) are unable to read and write, 13 have gone to high school, 7 were 10th pass and two had been to college (pre-university).

Category of Trainees

The list of 52 comprises of 26 GP members, 14 members who are also on the Standing Committee, 6 Vice Presidents and Four Presidents

3.1.2. Information on Training:

Date of holding training

To the question when the training was conducted, the answer has been varied. The month and year of training were said to be February, August, October, November and the year 2012. One said that the programme was held a year and half ago and four have not responded. November 2012 and October 2012 are the more common answers (with 11 and 30 respondents stating these two answers).

Theme (of training)

The recollection of the title of the programme has varied from – women empowerment, women empowerment and leadership, women development and panchayat development, women in politics, gender equality in administration, capacity building of elected women representatives.

Venue (place of training)

The venue for training has been CEDOK, Dharwad (09 answers), DTI Dharwad (30 said so), Krishi Vignana Kendra, Hulikoti (12 answers), one respondent has not answered this query.
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The Duration

48 of the women respondents have accurately answered that the programme was of three-day duration, the others have said 6 or 7 days.

Who conducted

The programme, the women say, was conducted by ANSSIRD (38), one said that the ZP conducted the programme and the others have been unable to answer/have not answered.

Deputation to Training

The deputation to training was from ZP/GP/TP as said by 26 of them, 22 have added SIRD to the same list. Three have mentioned SIRD as the exclusive agency which deputed them to training and one has not mentioned anything.

Advance time

35 (67%) have said that they were given a notice of 3 to 7 days, 16 (31%) said that they were given 1-3 day advance time to enrol to the training programme.

3.1.3. Training Design, Content and Method used:

The design of the programme was said to be good by 98% of those interviewed, one has not mentioned anything.

Method used and liked most

The trainees remember lecture, role play, games, group discussions and film viewing as the methods used to impart training. They have also mentioned methods such as discussing best practices, storytelling, discussion and question and answers, snake and ladder game. Of this, lecture, role play, film viewing, games and group discussions have been liked most by the trainees.

3.1.4. Reading Material

The reading material, 51 of them have said that they have received and that it was in Kannada. 29 of the 52 affirm that they have read the material and the others -22 have said that they have not.

Those who have read the material have said that the reading material covers holding of Grama and Ward Sabhas, definition of gender, gender differences,
legislations that cover women – those that cover domestic violence, governmental programmes designed for women, reservation of seats for women in politics, WERs rights and responsibilities, employment guarantee scheme, gender budgeting.

All of these especially those related to legal aspects covering women, need for reservation for women in politics and holding of WSs and GSs have been considered to be the most useful topics.

3.1.5. Usefulness of training:

All those who were interviewed have found the training useful. There has been no note of dissent on this. The reason that the training has been found useful is said to be because they-

1. participate in meetings and in discussions

2. have gained information – owning to peer learning and by questioning the officer

3. have gained knowledge on (i) legal aspects legal aspects pertaining to women, information that can be passed on to those women who have been victims of atrocities, (ii) on roles and responsibilities of WERs, (iii) on holding of WS and GS

4. Have gained confidence – to stop atrocities on women, respond to people’s needs, ensure that the benefits reach those deserving.

_We have realised that we are also efficient as men-_ Sujatha Ya Gubbi of Bhadrapura GP

Levels of participation

- Never went to Panchayat meetings, now I go and speak too- Neelavva Shi Karennavar Samshi GP
- I used to go the meetings but was not talking, now I talk – Mamta Begum, Yalaval GP
- I did not know that I had to call for the Sabha, now I tell the PDO/GP Secretary
to call for the Sabha (Parvathavaa Bhu Virakhimata, Shiraguppi GP)

- I go to agriculture, horticulture and other departments to find out about the schemes that they have - Begum Ba Ronada, Devikoppai GP

### 3.1.6. Impact of training programme:

The Impact of programme has been probed seeking answers on KAS-Knowledge, Attitude and Skills and changes in it. The overall feedback on these aspects can be summed up as follows-

**Knowledge:** Gain in knowledge on

1. Rationale for women reservation in politics
2. Gender definition and concepts, gender differences
3. Women’s rights, domestic violence, legal aspects
4. Gender Budgeting
5. Conduct of Ward and Grama Sabha
6. Government Programmes for women
7. Enrolling children to schools, looking at the nutritional needs of the children, ensuring that there is no female infanticide

The accessibility of information to women was limited, training filled the gap and thereby built our confidence – Channamma Ra Bandivaddara

Why there is reservation for women in politics we did not know. By understanding this, our confidence level has increased- Shantawa V Bhagavath- Shiraguppi

Lack of information at the GP and training filling this gap is a significant finding that was revealed during the course of this assessment.
- We did not know about government programmes though we have been members for the last three years. This has changed with training (Shirguppi GP)
- PDO would never tell us anything, now we question him and find out (Begum Ba Ronada, Devikoppai, Channabasavva Shaangadi, Yalavala GP)
- PDO and GP Secretary do not tell us anything –(Parvathavva Bhu Virakthimata- Shiraguppi GP)

**Skill: Skill that the women have acquired because of training**

1. Use of computer
2. Browsing panchatantra website
3. Resolving conflicts
4. Questioning at the sabhas
5. Letter writing/reading
6. Scrutinizing/understanding government orders
7. Communication skills

**Attitudinal Changes that the training has brought about**

1. Confidence to deal with people/citizens, to be able to respond when situation demands
2. Confidence to participate at various forums
3. Confidence/boldness to question the officials, question them even on works; *boldness to talk to the engineers* - (Kamalavva Basanagowda Malagowdra of Sulla GP).
4. Boldness to express one’s views, take decisions and express it in the open meetings without fear
5. Boldness to make speech at public functions like flag hoisting – *could do it without fear* said Noorjahan Dastagirsab Mulla of Devikoppai GP
6. Confidence to perform the leadership roles
7. Self esteem to deal with people at home and at the community
8. Be supportive to other women, motivate them, create confidence and support them in their hour of need

What is of interest and to be stated is that as an off-shot of the UN Women Training Programme, the women perceive that there is an attitudinal change of the family members, the way in which they perceive the WERs has changed and this has implications for the women’s self esteem. The training has also enabled an improvement in women’s self esteem and thereby their perceived value at home has changed. Some of the respondents are quoted to highlight these points:

- After we started speaking at the meetings, our husbands are giving us importance
- I used to be scared of my husband, now I have the confidence and boldness to talk to him (Gowravva Ni Honnihalli, Uggikeri GP)
- My children would demean me by saying ‘you know nothing’ but I feel that I know somethings because of this training (Premavva Pha Javayi, Yalaval GP).
- I was being mentally tortured at home, now I have gained boldness to deal with issues – Davlabi Ma Balennavar, Samshi GP.

3.1.7. Enhancement in performance/utilization in the work area:

49 (94%) affirm that training has enhanced their participation, 3 have negated it, one among them has reasoned out that the programme was of little use to her as she is in illiterate- *I cannot gather much information* - (Premavva Pha Javayi of Yalavala GP)

1. Choosing right beneficiary for programmes
2. Enabling building of toilets
3. Ensuring that road construction is of good quality work (Shankrava Parasappa Karepoojari, Devikoppai GP)
4. Ensured that the pipe line that was being placed for purposes of supplying drinking water was not being done appropriately, *I gave the right measurement and got it done* (Manjual M Avannavar, Devikoppai GP)
5. Have resolved drinking water problem (Parvathavva Bhu Virakthimata, Shirguppi GP)
6. Participation in the GSs – *I stood up and spoke about problems that women face, about drinking water and toilet facilities* (Channabasavva ShaAngadi, Yalavala GP)

**Utilization of training in work area:**

1. Ensure that the socially excluded groups- the SCs and STs receive the benefits such as those of housing and toilet construction, social security schemes- GS is used as the forum for beneficiary selection

2. Stopped arrack sales, joining with SHG members (Syedapura Village, Bhadrapura GP, all of the WERs from Nalavadi GP have also said this)

3. Have brought awareness to community on education and health, women empowerment

4. Ensure that there is no child marriage and bonded labour, enrolling school drop outs back to school

5. Resolve conflicts at household level and at the community level

6. Participate in all the meetings

7. Dependency on the men at the GP has lessened

8. Motivate women to participate at the GS

9. Women beneficiaries have been given preference at the time of house allotment

10. Toilet construction/motivating the community for it

11. Have held women GS. (Mumtaz Begum and Mallavva Gu Talavara of Yalavala GP have said this)

**20 toilets have been built, 8 beneficiaries have been allotted houses says Paravva Shivaraja Patela of Devikoppai GP -Member**

**Shanravva Parasappa Karepoojari, Member of Devikoppai GP says that she got the bore well repaired after training and has ensured that the water is supplied more frequently than before- Member**
Majula M Alanavar, Member Devikoppai GP says that she visits work spots when the works are being executed, have motivated 25 people to build toilets

3.1.8. Suggestions for Improving Training

1. Visit to model GP to be arranged at the time of training – many have said this
2. Increase in duration of the training – many responses
3. Increase in the number of training
4. Training on more topics
5. Training within a year of women being elected to GPs
6. Enabling interaction with women officials (government)
7. Training in other districts- other than the one where the trainees are from
8. Exclusive training programmes for women to continue
9. Should give more emphasis on film viewing and discussions than on lectures
10. Content to cover more legal aspects, livelihood creation opportunities
11. Train officials first
12.

They have trained us well, similar types of programmes which re-emphasise learning should be held says Premavva Pha Javayi of Yalavala GP

Capacity has been built; however need more trainings – Rajabi Da Kundagola

Need for advance training

- Exposure visit to Kerala, interaction with empowered women, dialogue with them
- On leadership
- On livelihood skills such as tailoring, training in computer, livestock rearing such as poultry farming, piggery, etc creation of self-enterprise,
- Preparation of panchayat budgets
- Preparation of action plan
- On forming SHGs, maintenance of accounts in SHGs
1. Reduction in Proxy Representation:

The pre training knowledge on why proxy representation should be reduced, why the women should participate at the various forums on their own has changed considerably owning to the inputs given at the UN Women Training Programme. Two of the WERs who were met and from whom the feedback was sought has not answered this query. The rest (50 WERs) have indicated that there is a substantial change in understanding this issue and in implementing it at the ground level as shown by the Graph below.

![Graph showing reduction in proxy representation](image)

2. Participation in GP meetings:

The meetings of the GP are held once every month and 1/3rd of the members presence is mandatory to pass any resolution. Women form 50 of the total GP strength and their presence is of utmost importance. Prior to training, women were not attending the meeting regularly or were proxy represented by their spouse. This has changed with the UN Women training as WERs knowledge on this has improved and this has translated into reality as seen in the preceding section. The WERs interviewed for purposes of this study have said that what was fair and good earlier...
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has now transcended to good and very good. Prior to training, why should they attend GP meetings, what roles do they have to play were not known to the WERs. With training, this has changed and 94% of the women interviewed show Very Good understanding of this issue and are now participating at the GP meetings too.

3. Participation in Ward and Grama Sabha:

The GPs are mandated to hold grama and ward sabhas which are forums in which accountability and transparency with which the GP functions are viewed by the citizen. GSs are held once in every six months as per the Act and prior to every Grama Sabha, there should be holding of the Ward Sabha. Participation of women in the sabhas is of importance as they can motivate other women in the grama/village and ward to participate, they can also help in identification of beneficiaries for governmental programmes. The participation of women in ward and grama sabha has seen tremendous change as seen from the graph below.
4. **Discussion on Livelihood, Education, Gender and Health Issues at the Ward Sabha, Grama Sabha and GP meetings:**

The UN Women Programme emphasized that, after holding the training programme for the WERs of GPs, they should get motivated to discuss issues such as livelihood, education, health and gender at the various forums such as the GP meetings, Grama Sabhas and the Ward Sabhas. Such discussions and awareness that such discussions can be held were known to the WERs but to a lesser degree. With training, this has improved substantially as seen by the graph below. 13 of the WERs interviewed said that what was earlier Fair has changed to very good now- implying that there has been substantial improvement after training. 16 WERs have indicate that have been an improvement – from fair to good and 15 WERs have indicated a change from what was good to very good now. With this, the aspects that are of women’s concern gets highlighted at the panchayat forums and would also enable in the preparation of gender component plan which is the main thrust of the UN Women Programme.
5. Allocation of budgets for women development programme

That there could be budget allocated for women development programme has hitherto been a less known and understood issue. The training related to the UN Women Programme has changed this as indicated by the graph below. Many of the WERs who were interviewed have said that their knowledge levels have increased substantially – 16 said that this was fair prior to training and is good now.

The budget allocation for women development programme is a difficult proposition, the one that would take time to get implemented. As such, some of the WERs have also said that the pre and post training experience in allocating budgets for women development programme has remained the same.

6. Discussion & Problem solving on issues such as children, violence against women

In the preceding sections it was seen that gender concepts, gender related issues, atrocities on women, legislations that cover women have been the issues which has touched the WERs most and have a made difference to their lives. The graph clearly indicates this, those of the WERs who were interviewed have said that their knowledge gain and their involvement in spreading awareness to other women at forums such as ward sabhas, SHG meetings have materialized. 18 of the WERs have said that the pre training levels of awareness related to this issue was Fair and
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now it has become Very Good, 12 have said that what was good once has become very good. 13 said that it changed from Fair to Good.
2. Elected Women Representatives who abstained from training

A total of 15 EWRs from Dharwad district who had not attended the UN Women training were met and interviewed for purposes of this study to find out the reason why they did not attend training and to find out if they are able to gauze any change in the representatives who underwent training.

3.2.1. Profile

Educational Level

The profiles of the 15 EWRs show that 5 were illiterates, 2 who have attended higher secondary school and 8 of them said that they had passed tenth and had entered the pre-university.

Category of Respondent

8 of the WERs are GP members, 6 are also members of the Standing Committee and 1 was the President of a GP.

3.2.2. Reasons for not attending the training programme:

The reasons cited by them for not attending training have been varied. Majority of them said that they did attend training due to ill health (6 of them), two cited family problems, two of them that they were out of station, death in the family, festival at home, festival in the village have also been said by the respondents. One said that there was a pressing issue of –daughter’s confinement and another woman categorically has stated that since it was a residential programme in a far off town “my people did not send me”.

3.2.3. Benefits accrued to those who attended the programme:

All those interviewed did say that those who attended training did benefit from it and affirmed that they would attend the programme, when held in future. They have received positive feedback from women who attended the programme- that the programme was a very important programme for women- and this has also influenced their thinking on attending the programme in future.
The benefits of the programme as seen by them are that the women who did attend the UN Women Training-

- Attend the sabhas
- Speak on women’s rights
- Take part in discussions
- Take part in decision making processes
- Question men ERs
- Enquire on schemes and programmes
- Have gained knowledge on development programmes of the GPs as also the roles and responsibilities of ERs

Little information is shared at the GPs, at the training programme, there has been much sharing of information (Halavva Dodamani of Samshi GP)

Those who have attended the training do not shy away, they sit in the front row, respond to people’s problems immediately (respondents from Bhadrapura GP), discuss issues related to fund allocation for SCs and STs (Girija Mulagundamata of Navaladi GP) and go into the depth of subjects. (Sumithra Doddagowdra, Navaladi GP)

3. Men – Elected Representatives and Officials of the Grama Panchayat

3.3.1. Profile:

Educational Level

27 men respondents were met – the list includes both elected representatives and officials.

One of the 27 was illiterate, and there were four who had seen the steps of higher secondary schools and 6 who were 10th pass. 6 had also done their Pre-university. The group included 9 graduates and a post graduate

Category of respondent:

Of the 27, 15 of them were the ERs and the rest were officials- 8 GP Secretaries and 4 PDOs
3.3.2. Perception on Usefulness of Training

All the 27 have affirmed that training per se is of use to the women ERs. The UN Women Programme was of help to them as seen by their participation at various forums.

The men interviewed say that

- Earlier women were hesitating to attend the GP meetings and the WS and GS meetings, now there is no hesitation, they attend meetings without fail; their numbers at the meetings have increased. They “sit in front at the meetings” (Channappa Gu Ullagadi, Ukkikeri GP, Pradeepa Lankenagowdara, Nalavdi GP).

- They participate in the sabhas and respond to people’s needs- they participate in a enthusiastic way (H F Kalahala and Hunmanthagowda Kem Pateela, both from Nalavadi GP)

- They discuss openly at the GP meetings

- They have gained information/ knowledge on development works

- They understand their roles and responsibilities and participate in community development works

More importantly they know understand that “they should get empowered” (Mallappa Ramapa Yallareddi of Samshi GP)

Women get elected because of reservation and training programmes help build their capacities (Manjunatha Ba Purthageri of Ukkikeri GP said this, a view also endorsed by Suresha Ellappa Katakara of Devikoppai GP and Appanna Urf Yallappagowda Hiregowdra of Yalavala GP.

They attend all meetings and are trying to participate – a little – says Kalmelara Shidramappa Hulabathi of Sulla GP
All the 27 interviewed have said that the UN Women Training Programme was useful as:

- Earlier there would be mixed gender training programmes and women would hesitate to speak in front of men. This programme was exclusively for women, it gave an opportunity for women to discuss freely – Manjunatha Ba Purthageri – Ukkikeri GP

- The attendance and participation of women at the GP meetings has improve

- The awareness levels of the women especially on their (women’s) rights has increased

- They visit anganwadis, ensure that nutritional food reaches pregnant women and children

- They exercise their rights on their own (Somashekar Gam Mangali, Bhadrapura GP) i.e. earlier men would participate now women have started participating at the meetings, thereby reducing proxy representation (Appanna Urf Yallappagowda Hiredowdra, Yalavala GP)

- They have changed for the better as they have become bold and their self esteem has increased (Suresha Ellappa Katakara- Devikoppai GP), they call for different officials to attend the GP meetings (Veeranagowda Pateela, Bhadrapura GP)

- WERs have been able to help in effective governance (Parashuram L Thotakara Bhadrapura)

Women participation is compared to that of men, the general conception is that if women participate as well as men do then their participation levels are considered to be good/high. Some of the interviews point to this. This implies to men’s attitude albeit indirectly.

- Earlier the women were hesitant to sit in front of men members. Now they have gained courage and sit in the front rows - Suresha Ellappa Katakara, Devikoppai GP

- WERs participate in the meetings with more enthusiasm than men and know their responsibilities (Thulasappa Ra Harthi, Nalavadi GP)
Those trained know their duties and responsibilities and think that they are equally efficient as men in performing administrative responsibilities - Pradeepa Lanenagowdara, Nalavadi GP.

- They show that they are as efficient as men by participating in problem solving and discussing atrocities on women (Hanumanthagowda Kem Pateela, Nalavadi GP)

3.3.3. Difference between the trained and untrained Women Elected Representatives

1. Know the roles and responsibilities of ERs
2. Participate in WS
3. Motivate other women to participate
4. Sit in the front row at the sabha and panchayat meetings
5. Participate when decisions are made
6. Help in selecting the right beneficiaries for different programmes
7. Inspect works
8. Question and probe
9. Share knowledge that they have gained with women SHG groups and GP meetings and also try to use different forums to solve problems if any.

Those who did not attend the training programme –

1. do not attend the GP meetings regularly
2. are less enthusiastic
3. do not show any responsibility
4. continue to depend on men (Suresh Ellappa Katakara, Devikoppai GP)

3.3.4. Impact of Programme:

1. **Increase in participation of women**: increase in the questioning capacity, interest to find out about new programmes, participate while Action Plan is
Impact Assessment of Training of Elected Women Representatives of 
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prepared, discuss on education, health, drinking water and such other facilities, 
inspect works, participate in programmes such as pulse polio, health camps etc.

2. Selection of Beneficiary: Ensure that the deserving beneficiaries get the 
benefits of various governmental programmes and schemes. That Old age 
pension, widow pension, PDS benefits go to those who are deserving is ensured

3. Ensure fund utilization: Ensure that the amounts kept aside/grants for SC/ST 
is used

4. Address people’s grievances and mobilize people: Respond to people’s 
grievances at the right time, Mobilize people to participate in the Ward and 
Grama Sabha

Change to some extent, still need many such programmes to build confidence of 
WERs – Channappa Gu Ullagaddi- Ukkikeri GP

Feedback on the five main topics:

1. Reduction in proxy representation-

1. Have stopped men of the family from participating in the GP meetings
2. 50% reduction in participation by men (spouse/family member of the WERs)
3. Reduction to some extent in men’s participation

Men now send women to participate! – Suresha Ellappa Katakara- 
Devikoppai GP

2. Participation in GP meetings

1. Women participate without allowing men to participate is the general answer 
which has been given by all except one person (Siddeshwara Shankrappa 
Tongale, Devikoppai GP)
2. Women participate effectively
3. Regularly
4. Sit in front row (make their presence felt)
5. Participate with interest and enthusiasm
6. Participate in decision making

3. Participation in Ward and Grama Sabha

1. Participate with interest
2. Mobilize other women’s participation too
3. Take part in discussions
4. Provide information too
5. Women take part collectively
6. Men (spouse) also participate

4. Discussion on various issues at the Sabha

1. On government programmes
2. Call different department officials to share information
3. Discuss on health, education, gender budgeting
4. On women atrocities, health and hygiene
5. Speak on gender inequalities

5. Allocation of budgets for women development programme

1. Knowledge on this after this training
2. No allocation so far
3. GPs have however tried to provide tailoring machine for the SC/ST women, support children’s education – children of single parent family (e.g. Ukkieri GP)

6. Problem Solving, violence against women

- No atrocities on women found in the GP/s vicinity say many of the men respondents.

- WERs have resolved family fights by creating awareness- this is at the ward or grama level (not at the level of GP)
- This (violence against women) is taken more as a discussion point at the Grama and Ward Sabhas.

- Closing of arrack shops under women leadership has been cited by Thulasappa Ra Harthi, Nalavadi GP

- School drop outs have been motivated to rejoin by way of street plays etc. Appanna Urf Yallappagowda Hiregowda (Yalavala)

Any other

- Closing of liquor shops – this happened after they attended the programme (Veeranagowda Pateela, Bhadrapura GP, Srikantha Mu Desai, Narendra GP and many more

- Construction of toilets have been cited
Section - 4

Overall Conclusions and Recommendations

Information is knowledge is the often heard adage and its implication has been found true by this study which assessed the training and capacity building initiative/s that was conducted by the ANSSIRD under the UN Women Programme. Studies conducted elsewhere have shown that women’s access to information is skewed and that the gender imbalances were deliberately created owning to the patriarchal system of society which bestowed powers to men to exclude women from gaining knowledge. ANSSIRDs inputs as training enabled the WERs in the selected districts to gain knowledge on various issues – those that concern women and also those relate to the functioning of the GP. The gain in knowledge has empowered women as they perceive an improvement in self-esteem, the way in which the family members see them and the way in which the officials and colleagues at the GPs treat them. This, by itself, is a far reaching impact of the programme.

The WERs of both Mysore and Dharwad district have noted that their accessibility to information has improved – their complaint is that the PDOs and GP Secretaries do not share information with them; their levels of awareness has improved specially on legal aspects and on their roles and responsibilities as GP members. That they should become empowered and that they are in no way less than men have also been the feedback given by the WERs who were interviewed for purposes of this study. Their knowledge gain has been especially apparent on (i) gender differences/concepts, legal aspects pertaining to women, (ii) on their roles and responsibilities as elected members of the GP, (iii) on holding of WS and GS

The training institute covered 63% and 80% of the WERs in the districts of Mysore and Dharwad. There is a need to cover the rest, a need expressed by those who did not attend training earlier due to “family compulsions.” From the – husband not sending to training to will attend next time is a significant change that the training has brought about. Many of the WERs abstained from attending the training due to the compulsions that they face- household compulsion- family members refusing permission for them to participate in a residential training programme of three day duration away from home, family compulsion – of having to attend to functions and festivals organised either at home or by the relatives or at the community/village level and ill-health. Men, in general, are not bogged down by any of the compulsions as per the norms set up by the society.
The profiles of WERs show that many of them are illiterates and semi literates. The reading material provided by the training institute is not used by them or used with the help of others. To the extent possible, the reading material should have pictorial depictions and simple to understand language. The fact that women who underwent training have said that they preferred film viewing and storytelling methods that were used in training substantiates this further.

One of the non-training interventions, one that could be suggested to the PR & RD department is to take stock of the usefulness/utility of adult education centres/adult literacy programmes that claim to have achieved 100% literacy in the state; they have had exclusive programmes for making panchayat members literates. Re-visit of this programme would help create a literate population of women panchayat elected members which would help them boost their self-esteem and also the effectiveness in the way in which they function at the GPs.

An apparent finding of this study is the way in which the society views women and their participation at the various forums – it is always compared with that of men who are the yard sticks. That women’s participation has become equivalent to that of men, women can now feel good as men think that they are performing well and so on. Such view points are expressed by both men and women interviewed. How well are men panchayat members participating is an issue that is never probed, it is assumed that since they are men they are participating and contributing to good governance.

The programme of SIRD was designed exclusively to cater to women has proved to be a good strategy as it has helped them to open up and air their views and apprehensions. Advance time intimating about the programme, more frequent programmes, refresher programme for those who participated earlier are the requirements expressed by the WERs interviewed. Many of them have also shown an interest to know the decisions arrived on women atrocity cases, exclusive day-long workshop on legislation that pertain to women would be of use. Women have also expressed interest to understand health and education issues and to learn the skill of preparation of action plans. Training of members within a year of becoming members of the panchayat and arranging visits to other (model) panchayats are also important aspects that need to be considered when programmes are organised in future.

Since the UN Women programme has been a comprehensive one and implemented in a result oriented manner, one could see performance enhancement in (i) increased participation at the GP meetings and Sabhas, participating while
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action plan is prepared (ii) **motivating women to participate** in the ward and Grama Sabhas, (iii) **selection of beneficiary** - help in selecting the right beneficiary for the governmental programmes such as building toilets, (iv) **supervisory** - visiting schools and anganwadis. This is the overall impact, there are however a few cases where women have also performed roles of checking on quality of road construction, ensuring regular water supply, allocating budgets for women in the GP budget.

Men (officials of the GP and the ERs) point out the difference between those trained and those of the WERs who have not undergone training. Those who have undergone training- attend meetings regularly, behave in an orderly manner, follow agenda, and take part in discussions. Those who have not attended training sometimes seek information from those who have attended but when they raise questions/seek clarifications, their confidence levels are low.

The increase in the confidence level of women who have been trained is made visible by their regular visits to the GP office, visit to schools and anganwadis, moving around /take part in meetings and discussions alone, participating actively in the GP meetings, speak boldly without hesitation, behave with decorum and follow time discipline, speak/hold conversations without fear with men representatives, identify beneficiaries among their ward members to enable them to avail facilities accruing from the government programmes. Their confidence levels have risen to discuss women issues, they are able to answer queries raised by other members, and they now even speak to other women on legal issues that concern and protect women.

Of the five main issues that the UN women programme concentrated on - Reduction in Proxy Representation, Participation in GP meetings, Participation in Grama Sabhas, Discussion on Various Issues at the Sabhas, Allocation of budgets for women development programme, Problem Solving, violence against women, it could be inferred that proxy participation at the meetings has reduced considerably. More than 50% of the respondents in both the districts have said this.

The participation of women at the Sabha and the GP meetings has also increased considerably, the level of participation at the Sabhas especially include (i) taking part in discussions (ii) raising questions (iii) participation in the decision making processes. WERs have also shown considerable involvement in resolving conflicts at the household level, they have readmitted school drop outs back to school and have held camps/talks to spread knowledge on legal aspects that protect women
that can curb/stop violence against women. Allocation of budgets for women development programme is a critical and yet –to- be achieved fully component.

To conclude, ANNSIRD training with robust training contents and using multimode training methodology to deliver the contents has set the ground that would enable achieving the prime objective of the UN Women Programme – that of women representatives transforming and implementing policies, programs and resource allocations in favour of women's interests.

Recommendations

• There is a need to sensitise the men- especially the officials- on gender imbalances that constrain women’s participation and the support that they can provide to rectify it.

• The UN Women Training has had on building soft skills – such as those of communication, confidence building. There should be more programmes which emphasis on gender equality and soft skills of communication, effective public speaking as this would build on the confidence levels of women ERs

• Day long workshops- Panel discussions with gender experts and subject specialist in legal aspects – would help build awareness. Women have preferred interactive and participatory dialogues in training as seen by their feedback.

• Information kiosks/ help desk that are located closer home, the one’s that can answer some of the issues that the WERs need answer to would help in creating knowledge banks that seem to be the need of the day. Manning of the kiosks with experts would facilitate WERs most of whom are unable to read and writ
Training of Elected Representatives of GramaPanchayats under UN women programme

Set of questions

Director SIRD

Personal Details:
Name
Designation
Qualification
Work Experience
Experience in Training and Capacity Building
Training and Capacity Building Programmes undergone

Institutional Profile:
Pl state the vision and mission statement of SIRD
How does vision statement of SIRD relate to the UN women project?

UN women project: Details-
What is the overall objective of the UN women project?
How many Training Courses under this project were entrusted to SIRD, details?
Which are the other organisations that are involved in training? What was their mandate?
Do you collaborate with other organisations? What has been the collaboration with NIRD?

Processes and Procedures involved in implementing UN women project
How did you come to know about the UN Women Project?
Procedure followed to ensure that the programmes were implemented
Was this a part of the Action Plan of SIRD.
Model of training and capacity building

Is there a capacity building model that you have adopted?

Details on Training Methods used in general, training methods used for implementing UN women programme

How were training needs identified?

Your views on the National Capacity Building Model adopted by MoPR

Monitoring and Evaluation:

M and E mechanisms placed, details

Sustainability:

What are the initiatives taken to make the trainings sustainable? (with the closure of the project)

Constraints:

What are the constraints faced in implementing the trainings?

Recommendations:

Recommendations for improvement
Annexure 2

Training of Elected Representatives of GramaPanchayats under UN women programme

Questionnaire for Course Director

1. Personal Details
   - Name of the Course Director
   - Educational Qualification
   - Present Designation
   - Work Experience
   - Number of years as a trainer/Faculty/Coordinator
   - Specify training programmes that you have undergone which has built up your ability to train/coordinate

2. UN women project-
   - What is the overall objective of UN women project?
   - How does the selected Training Programmes (selected for impact assessment) fit into meeting the overall objective of the Programme
   - Have you undergone any orientation programme relating to UN women project, If yes, details

3. The Training Programme-
   - Number of Programmes planned (this year)
   - Number Planned for next year/subsequent years
   - Objective of the TP
   - Duration
   - Trainee Category
   - Number of Trainees covered – overall, per programme

4. Training Need Analysis- Details
   - What was the process adopted to assess the training needs?
   - How useful was this?
   - Will this be repeated
5. Preparation of Content and training design-
   • Did the content emerge from the TNA?
   • Did the training design (duration, number of sessions) emerge from the TNA?
   • Is there a Training Manual prepared
   • Do you participate in designing the curriculum?

6. Preparation of Material-
   • Explain the process of preparing the reading material
   • Subjects/topics covered
   • When do you receive the training aids?

7. Selection of Trainees-
   • Category of Trainees selected for the programme
   • What is the relevance of the present programme to their work
   • In what way do you foresee change in the KAS of the trainees
   • How are trainees intimated about the programme
   • The Process, in detail

8. Selection of Resource Persons
   • Procedure followed for recruitment - How do you select the RPs? Please explain (screening process)
   • Is there a pool of RPs prepared
   • Your comments on the choice and ability of resource persons
   • Comments on the adequate number of trainers available for the TPs
   • Availability of in-house trainers
   • Constraints faced in getting the external RPs
   • Recommendations, if any

9. Monitoring and Evaluation Methods used:
   • How do you track the progress of training
   • Mechanisms adopted (who evaluates, when and how?)
   • To whom do you submit feedback/assessment reports of programmes? What are the actions taken on feedback
   • Do you get to know the Action taken?
Annexure 3

List of materials

1. How SIRD came to be selected for this programme
2. Briefing by the UN agency on this
3. TNA details
4. ToT – how many, where and when
5. ToT schedule
6. Schedule in English and in Kannada
7. Reading Material
8. Module/manual
9. IRQ – format unfilled
10. Any Individual Action Plan
11. Course Directors Report
Annexure 4

Impact Assessment

Sl. No:

**Profile:**

1. **District:**

2. **GP Name**

3. **Name of the Trainee**

4. **Educational Qualification:**
   
   1. Post Graduate
   
   2. Graduate
   
   3. Pre-University
   
   4. 10th Pass
   
   5. High School
   
   6. Illiterate
6. व्याख्या संकल्प

Category of Trainees

1. ಪ್ರಸಿದ್ಧಿಯಲ್ಲಿ ಪ್ರಧಾನ
2. ಪ್ರಸಿದ್ಧಿಯಲ್ಲಿ ವಿಭಾಗಪ್ರಧಾನ
3. ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿ ಸ್ಥಾನಿಕ ಸಮಿ ಸಂಸ್ಥಾಪಕ ಸೇವಕನ
4. ಸಂಬಂಧಿಸಿದ ಸೇವಕ

ಆಫೇರಿಸಿದ

Training

1. ಪ್ರಧಾನ ತಾಜೊಳಗಳಲ್ಲಿ ತಾಜೊಳಗಳಲ್ಲಿ ವಿಭಾಗ ಪ್ರಧಾನವಾಗಿರುವ ಸಮಯವಾಗಿ? ಸಮಯ/ಮೇಸುಮಾರೆ : 

When was the training programme held? Year/Month:

2. ಪ್ರಧಾನ ತಾಜೊಳಗಳಲ್ಲಿ ತಾಜೊಳಗಳಲ್ಲಿ ತಾಜೊಳಗಳಲ್ಲಿ ಸಂಬಂಧಿಸಿದ ತಾಜೊಳಗಳಲ್ಲಿ? :

What was the theme of training?

3. ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿಸಿದ? :

Where was it held? Place/City

4. ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿಸಿದ?

Duration of Training:

5. ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿಸಿದ ಸಂಬಂಧಿಸಿದ?

Who conducted the training?
7. Who informed about your deputation for training?


8. How much time in advance did you get to know about the training programme?

- 1-3 days
- 3-7 days
- 7-15 days
- 15 days

9. How was the overall design of the programme?

- Good
- Fair
- Need Improvement

11. Which were the methods used during training?

- Lecture
- Role Play
3. Games

3. Field Study

4. Group Discussion

5. Film View

6. Others (Specify)

12. Which methods in training did you like most

1.

2.

3.

13. Did you get any reading material during training?

1. Yes
2. No

14. If yes, in which language?

1. Kannada
2. English
3. in both languages

15. Have you gone through the materials?

1. Yes
2. No
16. If yes, the important components highlighted are:

1. 
2. 
3. 
4. 
5. 

17. Which of the components has been most useful to you?

1. 
2. 
3. 
4. 
5. 

18. Do you think this training has been helpful?

1. Yes 2. No
19. यदि हैं तो कैसे?

If yes, how?

1.
2.
3.
4.
5.

20. अनुमति मिलने से क्या?

If No, why do you feel so.

1.
2.
3.
4.
5.

21. प्रोग्राम का असर:

Impact of Programme:
a) New knowledge acquired because of Training:
1. 
2. 
3. 
4. 
5. 

b) What new skills you acquired because of training?
1. 
2. 
3. 
4. 

b) කොස්ටොම්බර් මැයිස් ගැනිමේ ගොඟි සහ කොස්ටොම්බර් මැයිස් යනුවෙන් මෙහෙද? 

c) Has Training built your confidence?
කොස්ටොම්බර් මැයිස් මැදි විධා ස්ථරය?
22. Do you think training contributed to your performance?

1. आहे Yes 2. इण No

23. If yes, How?

24. If no, why not explain?

25. How did you utilise the training in your working area?
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<thead>
<tr>
<th>Sl. No.</th>
<th><strong>Issues</strong></th>
<th><strong>Pre/Post Training</strong></th>
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<td><strong>Fair</strong></td>
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<tr>
<td>1</td>
<td>Reduction in Proxy representation</td>
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<td>2</td>
<td>Participation in GP meetings</td>
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<td>3</td>
<td>Participation in ward sabhha and Grama Sabha</td>
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<td>4</td>
<td>Discussion on livelihood, education, gender, health issues at Ward Sabha, Grama Sabha and GP meetings</td>
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<td></td>
<td>Allocation of budgets for women development programme</td>
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<tr>
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<th>Discussion and problem solving on issues such as children, violence against women</th>
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Suggestions for Improving Training

1. अभ्यासातील अभ्यासाची वरील क्रमाने माहिती माहिती देण्यासाठी

   Suggestions for improving current programme

2. आपल्या आपल्यासारख्या क्षेत्रात आपल्यासारखा अभ्यास आहे? असेल, माहिती देण्यासाठी

   Do you need advance Training in any specific area? If yes, please give details.
Annexure 5

Training of Elected Representatives of Grama Panchayats under UN women programme

Impact Assessment

(Questionnaire for women – those who have not undergone training)

Sl.No:

<table>
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<tr>
<th>Sl. No</th>
<th>District</th>
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Profile:

2. GP Name
3.  
Name of the member : 

4.  
Educational Qualification :

1. लूटेंग्नर डेग्रेडी Post Graduate
2. डेग्रेदी Graduate
3. डेग्रेदी रामी Pre-University
4. लूटेंग्नर डेग्रेडी 10th Pass
5. अॉसरी High School
6. लूटेंग्नर Illiterate

6.  
Category 

5. एडवडी President
6. एडवडी President Vice President
7. एडवडी रामी Standing Committee Member
8. एडवडी Member

Training
1. Why did you not participate in the training programme that was held?

2. Do you think this training has been helpful to those women elected representatives who attended the programme?

3. If yes, how?
4. If No, why do you feel so.

9. Will you attend if the course is offered to you in the near future?

1. Yes
2. No
# Training of Elected Representatives of Grama Panchayats under UN women programme

## Impact Assessment

### Questionnaire for Men Respondents

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Training</th>
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**Profile:**

1. **District:**

2. **GP Name:**

3. **Name of the Respondent:**

4. **Educational Qualification:**
1. Post Graduate
2. Graduate
3. Pre-University
4. 10th Pass
5. High School
6. Illiterate

Category of Trainees

10. PDO
11. GP Secretary
12. Member/President

Training

1. Do you think any type of training to women elected representatives is useful?

   ❌ No  ✔ Yes

   Please explain why you think so:

   Please explain why you think so:
2. Do you think UN women’s training has been helpful? 
هل تعتبر التدريب الذي يتلقاه النساء مفيدًا؟

1.  ❑ Yes  2. ❑ No

Please explain why do you think so
يرجى إعطاء توضيح لسبب اختيارك.

3. Do you find any difference between those women elected representatives who have gone through training and those who have not, please explain
هل تجد أي تفاوت بين تلك النساء الممثلات المنتخبات الذين تلقوا التدريب والذين لم تلقوا? يرجى إعطاء توضيح.
4. Impact of Programme:

1) Has Training built the confidence of the women elected representative?

ii) How have they utilized the training in the working area? If yes, how
5. Do you see any changes in the following that the women have experienced because of training?

(i) Reduction in Proxy representation

(ii) Participation in GP meetings

(iii) Participation in ward sabhha and Grama Sabha
(iv) Discussion on livelihood, education, gender, health issues at Ward Sabha, Grama Sabha and GP meetings

(v) Allocation of budgets for women development programme

(vi) Discussion and problem solving on issues such as children, violence against women

6. Any other issue: