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Localising the SDGs in India: The role of government and private training institutes

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Discussion Paper 1/2022

Localising the SDGs in India

The Role of Government and Private Training Institutes

Sreerupa Sengupta
Avik Sinha

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Abstract

The Sustainable Development Goals (SDGs) present a new and coherent way of thinking about diverse facets of development. Implicit in the framework of the SDGs is that the goals are interconnected and interdependent. To translate such critical ideas into reality, countries need new skills, perspectives and approaches to the implementation of policies and programmes. Capacity-building, in particular for the public sector, is therefore at the core of achieving the 2030 Agenda. Although all countries have designed their respective capacity-building strategies and undertaken various interventions for knowledge dissemination among government officials and other stakeholders on the SDGs, there are wide variations between countries regarding the progress on capacity-building initiatives. In many developing countries, the heterogeneity of the political, societal and economic structures poses one of the biggest challenges to capacity-building for the localisation of the SDGs.

This discussion paper explores and maps the SDG training landscape for government officials in India. As a particularly heterogeneous country in political, economic and cultural terms, India is an interesting example to explore the challenges of capacity-building in many developing countries towards the achievement of the SDGs. Against this background, the study aims to achieve the following:

a) to understand the role of government and private actors in building the capacity of government officials to respond to the 2030 Agenda

b) to understand the resources required for capacity-building on the SDGs

c) to identify the current shortcomings in capacity-building efforts

d) to develop recommendations for a more coordinated and effective strategy that will strengthen the capacity-building initiatives of India

This paper highlights the relevance of the evidence for creating better processes, even in the sphere of sensitisation, capacity-building and advocacy. A major contribution of the paper is to help India develop an evidence-based policy on SDG trainings. This paper will also assist other countries that are currently tackling similar kinds of challenges in the realm of capacity-building for the SDGs in designing a comprehensive capacity-building strategy for effective implementation of the SDGs.

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Goa, January 2022 Sreerupa Sengupta and Avik Sinha

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Abbreviations

ASCI	Administrative Staff College of India
ATI	administrative training institute
CSO	civil society organisation
DoPT	Department of Personnel and Training
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
LBSNAA	Lal Bahadur Shastri National Academy of Administration
MCR HRD	Mari Channa Reddy Human Resource Institute
MDP	management development programme
MoRD	Ministry of Rural Development
MoSPI	Ministry of Statistics and Planning Implementation
NGO	non-governmental organisation
NIF	National Indicator Framework
NIRD	National Institute of Rural Development
NIRF	National Institution Ranking Framework
NITI Aayog	National Institution for Transforming India Aayog
PRI	Panchayati Raj Institution
SDG	Sustainable Development Goal
SDGCC	Sustainable Development Goals Coordination Centre
SIRD	State Institute of Rural Development
TISS	Tata Institute of Social Sciences
ToT	training of trainers
UGC	University Grants Commission
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UT	union territory
VNR	Voluntary National Review

Executive summary

Background and aim

The Sustainable Development Goals (SDGs) present a comprehensive way of thinking about diverse facets of development; the goals are interconnected and interdependent. In order to translate these ideas into reality, countries need new perspectives, knowledge and competencies. Hence, capacity-building is an essential element for every country to effectively respond to the principles of the 2030 Agenda and the Global Goals.

Acknowledging the significance of capacity-building for SDG localisation, each country designed their own strategy and initiatives. However, the SDG Learning, Training and Practice sessions held in 2017 as part of the United Nations High-level Political Forum indicated broad variations between countries with regard to the progress on capacity-building for the SDGs. The geographical, political, economic and cultural heterogeneity of countries poses one of the biggest challenges to capacity-building for the localisation of the SDGs.

To understand how the heterogeneity of a country affects capacity-building for the SDGs, this discussion paper focusses on India. The political, economic and cultural heterogeneity of India provides the perfect background for carrying out this study. A range of capacity-building programmes are being conducted by India to build the competencies of government officials on the SDGs. This paper explores the SDG training landscape for government officials in India with the aim of achieving the following:

a) to understand the role of government and private actors in building the capacity of government officials to respond to the 2030 Agenda
b) to understand the resources required for capacity-building for the SDGs
c) to identify the current shortcomings in capacity-building efforts
d) to develop recommendations for a more coordinated and effective strategy that will strengthen the capacity-building initiatives of India

Findings

Given the heterogeneous structure of the political system of India, the localisation of the SDGs in the country is a multi-layered and multi-stakeholder process. The localisation of the SDGs in India entails participatory planning, designing, implementation and monitoring by relevant institutions at three levels – the central level, the state and the union territory (UT) level, and the local level (NITI Aayog, 2020). Although the initiatives at the national level delineate the scope of localisation, develop a shared vision of development and lay down the policy and strategy framework, the initiatives at the state and local levels are the prime drivers of the localisation of the SDGs in India (NITI Aayog & United Nations Development Programme [UNDP], 2019).

India has carried out various capacity-building initiatives for the government officials to build their perspectives on the SDGs as well as to assist them in developing action plans to implement the SDGs. But the study shows various inconsistencies in the capacity-

building initiatives undertaken at the national and state levels. For instance, our review of various SDG trainings highlights there is no specific pattern or structural similarity discernible among them. Each state or UT has designed and delivered trainings on the SDGs at their convenience. There is an absence of standardisation with respect to the nature of the programmes, the frequency and the mode of delivery. The incongruences with regard to SDG trainings have given them an ad hoc character, and therefore they lack focus and consistency. Furthermore, there is an absence of granular data and real-time monitoring of SDG trainings in India. Hence, it is extremely difficult to understand the real progress and impact that capacity-building or SDG training has had on localising the SDGs in the country. Given the vastness and heterogeneity of India, SDG trainings in India are conducted by government training institutes as well as academic institutions (government-run and private). The study shows lack of coordination and collaboration between these sets of actors. They operate in silos, sometimes resulting in the repetition of SDG training programmes. Furthermore, the lack of proper incentivisation also discourages academic institutions to play a proactive role in capacity-building and help to accelerate the process of SDG implementation.

Policy implications

This paper highlights the relevance of the evidence for creating better processes even in the spheres of sensitisation, capacity-building and advocacy. A major contribution of the paper is to help India develop an evidence-based policy on SDG training. The paper makes a strong case for developing local resources for training, an outcome measurement of trainings, real-time reporting and building consortiums of academic institutions for the effective localisation of the SDGs. This paper will also assist other countries that are currently tackling similar kinds of challenges in the realm of capacity-building for the SDGs in designing a comprehensive capacity-building strategy for effective implementation of the SDGs.

1 Introduction

In 2015, 193 countries of the United Nations (UN) embraced a new development agenda. The 2030 Agenda for Sustainable Development puts forth an ambitious plan to achieve 17 Sustainable Development Goals (SDGs) and its associated 169 targets within a span of 15 years. The SDGs present a new and coherent way of thinking about diverse facets of development and motivate countries to act in areas of critical importance for both humanity and the planet (Scharlemann et al., 2020). Drawing from the Millennium Development Goals and influenced by the human development approach, the 2030 Agenda pledges to "leave no one behind" and to "reach the furthest behind first" (UNDP, 2016).

The SDGs are unique, as the goals are interconnected and interdependent. The critical need was for countries to go beyond the siloed implementation of policies and focus on developing and implementing integrated policies that understand and reflect the interdependence of the SDGs. In order to translate these ideas into reality, countries needed new perspectives, knowledge and competencies. Thus, capacity-building is an essential element for every country to effectively respond to the principles of the 2030 Agenda and the Global Goals. Capacity-building (also referred to as training or skills-building) improves the abilities and skills of individuals to respond to policy and procedural changes and contribute towards the effective functioning of the organisation and the society (Hope, 2009).

Although developing countries have the potential to achieve the targets of the SDGs, the heterogeneity of their political, societal and economic structures often poses one of the biggest challenges to the localisation of the SDGs. With only 10 years left, all countries will have to substantially ramp up their efforts to make sure that the targets are met by 2030. Given this situation, there is a need for a deeper understanding of the complex and heterogeneous nature of countries in order to build a robust capacity-building mechanism that accelerates the process of implementation of the SDGs in these countries.

To understand how the heterogeneity of a country affects the process of capacity-building for the SDGs, this paper explores the situation of SDG-related capacity-building for government officials in India. There are 29 states and 7 union territories (UTs) in India. The state governments and the UTs play a critical role in the development of the country within the federal polity. The relation between the UTs and the states (with regard to their legislative, administrative and financial responsibilities) is elaborated in Part XI of the Indian Constitution. Furthermore, each state of India has a) a city or urban administration (administered by the Municipality Corporation) and b) a rural administration (which has three tiers: the district level, the block level and the village level).[1] The *India VNR 2020* (Voluntary National Review) report explains: "States and local governments are responsible for the delivery of critical public service infrastructure including water supply, electricity, sanitation, drainage, police, courts, roads, traffic, schools, colleges, healthcare and a myriad of other services" (NITI Aayog, 2020).

Along with the federal structure, the cultural diversity of India makes the structural heterogeneity more critical. For example, according to the 2011 census, there are 121

1 For details, please see https://www.elections.in/government/

languages spoken, with nearly 19,500 dialects. Out of the 121 languages, 22 languages are recognised as the Scheduled Languages in the Eighth Schedule of the Indian Constitution. In such a structurally diverse context, it might be difficult to maintain uniformity in capacity-building programmes, as cultural, linguistic and state-central political alignments are different from one state to another. Hence, the capacity-building programmes for the SDGs are still a challenge in India, and this is where the role of the present paper comes into play.

This paper illustrates how India is building the capacity of government officials for SDG localisation, given the heterogeneous nature of the country. The focus of the paper is to offer a deeper understanding of the capacity-building initiatives undertaken by the Government of India to disseminate information on the SDGs at the national, state and local levels. As is described later, various kinds of capacity-development programmes have been undertaken by the national government to enhance awareness and generate knowledge about the SDGs among government officials. This paper examines the nature of the SDG trainings given to government officials in India, with a focus on the role of two significant stakeholders – government training institutes and academic training institutes (government and private). The paper seeks to achieve the following:

a) to understand the role of government and private actors in building the capacity of government officials to respond to the 2030 Agenda

b) to understand the resources required for capacity-building for the SDGs

c) to identify the current shortcomings in capacity-building efforts

d) to develop recommendations for a more coordinated and effective strategy that will strengthen the capacity-building initiatives of India

The findings of the paper will act as a baseline for India to revamp its strategy on capacity-building for the SDGs for multiple stakeholders. In fact, a major contribution of the paper is to help India develop evidence-based policy on SDG trainings. This paper highlights the relevance of data-driven insights, continuous monitoring and outcome measurements for creating better processes, even in the spheres of sensitisation, capacity-building and advocacy. From the policymaking perspective, this paper can make a significant contribution towards assisting developing countries (with layers of heterogeneity) in creating effective capacity-building initiatives on the SDGs.

2 Capacity-building for the localisation of the SDGs in India

The United Nations Development Programme (UNDP) described the process of SDG localisation as the "recognition and empowerment of vital local actors (particularly local governments, populations, businesses, small and medium enterprises, and community-based organisations) in developing, implementing and reviewing SDG-related measures in cities and communities" (UNDP, 2015).

SDG localisation emphasises the linkages between different commitments, policies and programmes at various levels of government in any country. Implicit in the SDG framework is also the logic that each goal and target relates to and depends on all the others. Thus,

partnerships between departments and actors are required for the realisation of the Global Goals. SDG localisation, therefore, is a complex process. On one hand, it involves multiple stakeholders; on the other, there is an imperative for all stakeholders to work together and develop new perspectives and competencies (with a strong focus on convergences between policies and programmes). The mandate is clear. Since the national government is responsible for institutionalising the SDGs, each government official will have to understand the unique characteristics of the SDGs and go beyond siloed functions in order to take decisions on the implementation of the goals at the local level.

To assist the multitude of government officials in understanding the SDGs, the linkages between the 17 goals and how action on one goal will have an impact on other goals, capacity-building is of paramount importance. In fact, capacity-building forms an essential precondition for SDG localisation in every country. Capacity-building for the SDGs serves various purposes: On one hand, it creates ownership and ensures better localisation; on the other, continuous awareness-raising creates a better understanding of the human development approach and the interlinkages between the different goals. This will bring about the attitudinal change needed for making development inclusive and sustainable (NITI Aayog & UNDP, 2019).

In this paper, our focus will be on the Government of India's efforts towards building the capacities of the government officials. Since 2016, India has been conducting capacity-building programmes for government officials to sensitise them about the SDGs and to equip them with new competencies in order to plan, design, implement and monitor SDG-related initiatives. As described earlier, the political system of India is heterogeneous in nature. Hence, the national government had to plan for SDG-related capacity development at multiple levels of governance.

This section is divided into three parts. The first part provides an overview of the process of SDG localisation in India and the various institutional arrangements that are responsible for the planning and implementation of SDG-related activities across the country. Understanding this national blueprint for SDG localisation is essential, as it highlights the need for an elaborate and complex trajectory of training on the SDGs for government officials.

The second part of the section addresses the initiatives being undertaken by the Indian government for awareness-generation and sensitisation to the SDGs among government officials at the national and sub-national levels.

The third part describes the main types of institutions involved in the capacity-building of government officials on the SDGs in India. The paper addresses the role of government training institutes as well as academic institutions, as both categories of institutions play a critical role in creating a mechanism for raising knowledge and building the expertise of government officials for the effective practice of the principles of the 2030 Agenda.

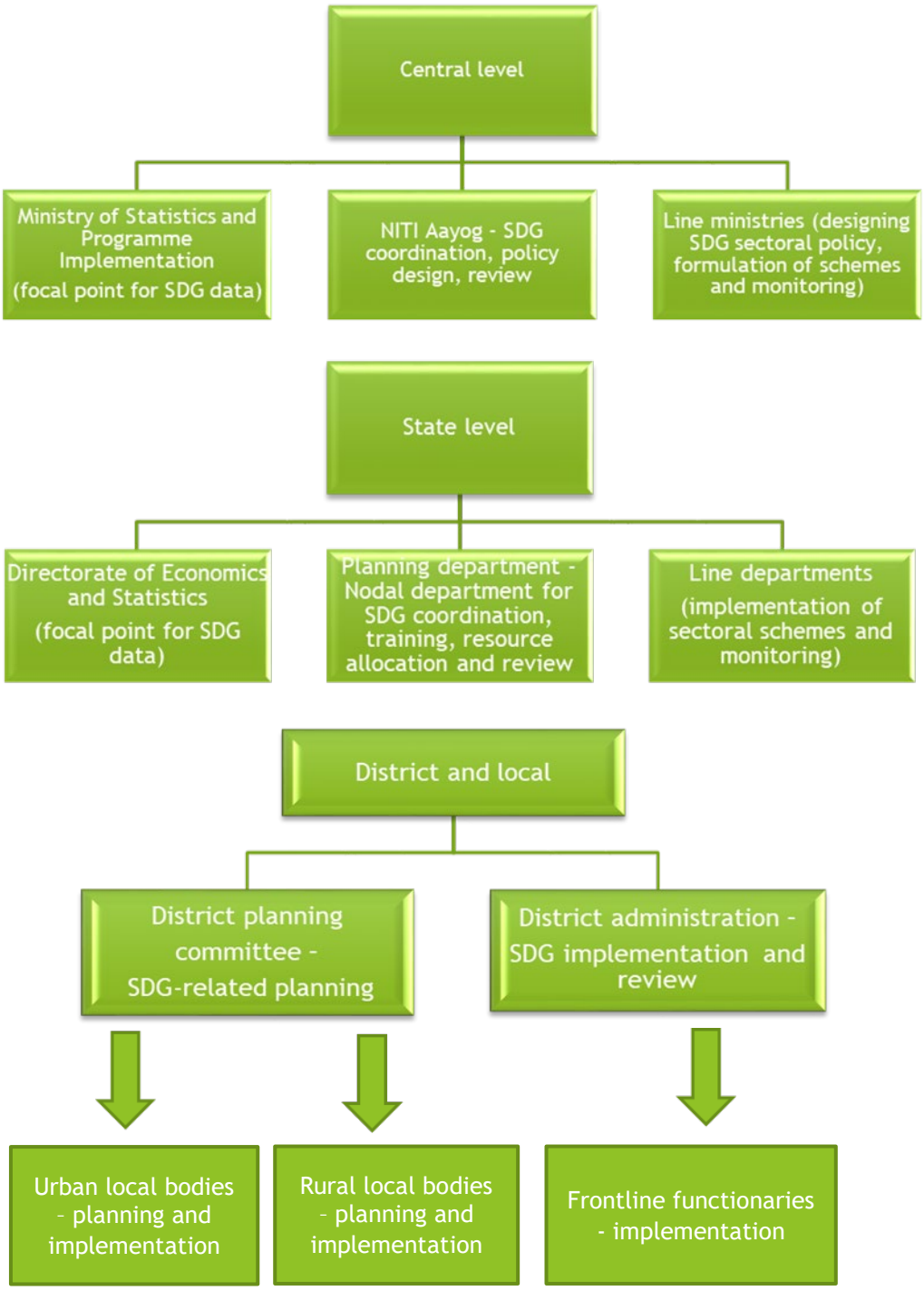
A. Localising the SDGs in India: Institutional mechanisms and strategy for implementation

Given the heterogeneous structure of the political system of India (described in the Introduction), the localisation of the SDGs there is a multi-layered and multi-stakeholder process. Moreover, since the interlinkages between the goals for sustainable development make it imperative for every country to adopt a "whole of government" approach, the localisation of the SDGs in India entails participatory planning, implementation and monitoring at three levels by relevant institutions – the UT or central level, the state level and the local level (NITI Aayog, 2020). While initiatives at the national level delineate the scope of localisation, develop a shared vision of development, and lay down the policy and strategy framework, the initiatives at the state and local levels are the prime drivers of the localisation of the SDGs in India (NITI Aayog & UNDP, 2019).

At the central level

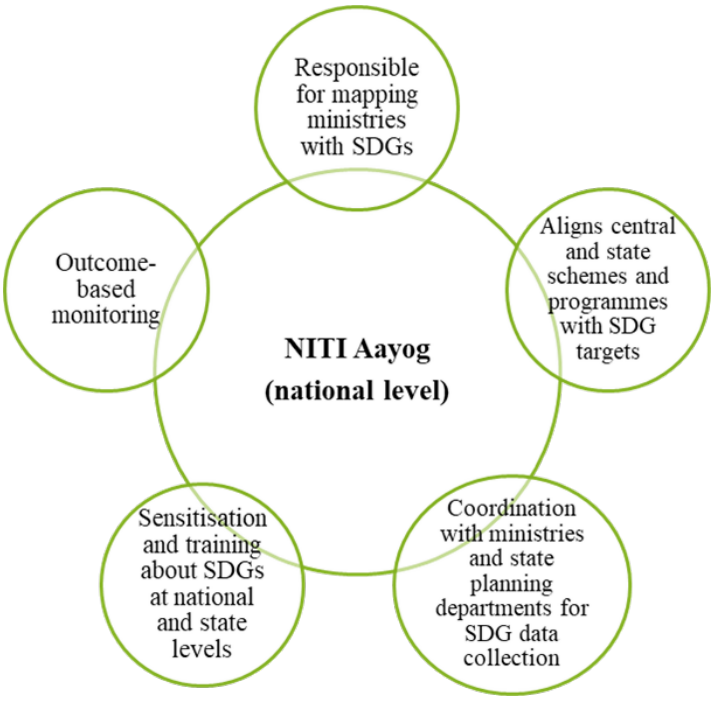
As is evident from Figure 1, NITI (National Institution for Transforming India) Aayog, a policy think tank of the Government of India, is at the helm of coordinating all efforts towards SDG integration at the national and state levels. NITI Aayog provides policy inputs and designs the long-term strategy for achieving the SDGs in India. Figure 2 shows the various salient responsibilities of NITI Aayog, which comprise helping central ministries as well as states and UTs to align their policies and programmes with the SDGs.

Figure 1: Process of localisation of SDGs in India



Source: Authors

Figure 2: **Key responsibilities of NITI Aayog**



Source: Authors, based on NITI Aayog (2020)

NITI Aayog works in collaboration with MoSPI for monitoring progress on the SDGs.[2] Following the principles of cooperative federalism, NITI Aayog works with the states and UTs and the Panchayati Raj Institutions (PRIs)[3] at the local level, towards strengthening centre-state cooperation and advancing the development outcomes in the country. Thus, along with NITI Aayog, states and UTs are equal stakeholders in the process of designing national priorities and strategies for the SDGs.

At the state level

Given the federal structure of the country, states and UTs are the main drivers of the localisation of the SDGs in India.[4] Each state and UT creates its own institutional structure for implementing the SDGs in their specific contexts. The Department of Planning and Statistics is the nodal department at the state or sub-national level and is responsible for developing the SDG Vision document for the state, coordinating with the line department

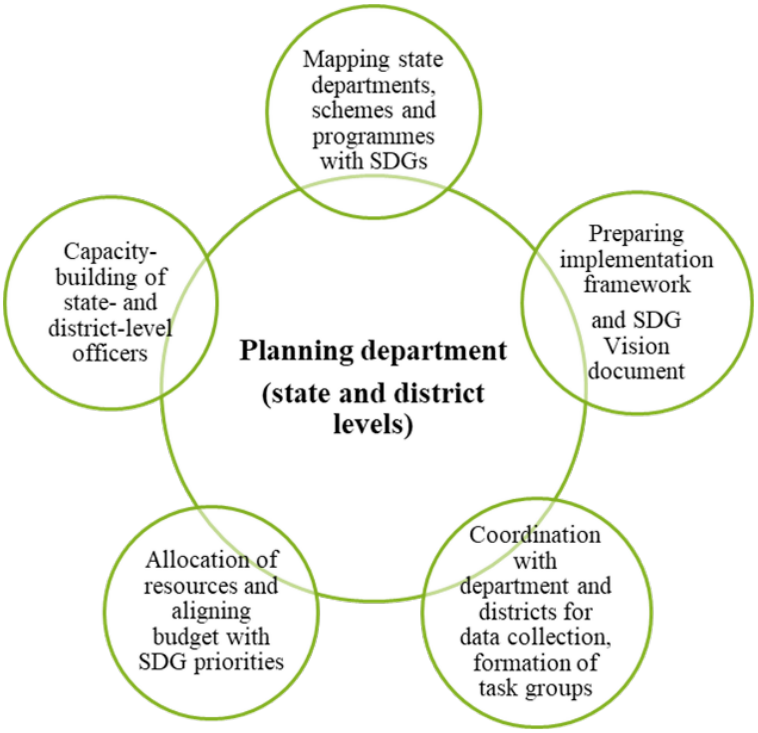
2 In 2017, the Ministry of Statistics and Planning Implementation (MoSPI) – in collaboration with the National Institution for Transforming India Aayog (NITI Aayog) – launched the National Indicator Framework (NIF) on the SDGs for India. NIF forms the baseline for monitoring SDG implementation in India and gives direction to policymakers. Keeping in mind the NIF document, states developed their State Indicator Framework document. In 2020, MoSPI published the *National Indicator Framework Progress Report*.

3 Panchayati Raj Institutions refer to institutions of rural local self-governance and have a three-tier structure – at the village (Panchayat) level, the block level and the district level.

4 NITI Aayog (following the principles of cooperative federalism) has always encouraged states and UTs to design their own strategies to accelerated the pace of capacity-building on the SDGs at the sub-national level. Drawing on the principles of competitive federalism, the programme aimed to create competition among selected low-performing districts and to ramp up their efforts towards SDG implementation at the local level.

and with the district, and aligning budget allocations with the SDG priorities. The Planning Department also carries out capacity-building initiatives on the SDGs. The key responsibilities of the nodal department at the state level are described in Figure 3.

Figure 3: Key responsibilities of the nodal department at the sub-national level



Source: Authors, based on NITI Aayog (2020)

Given the interconnectedness and multi-sectoral focus of the SDGs, all states have created a separate professional unit known as an SDG cell, which work in collaboration with the Department of Planning and Statistics in each state. The SDG cell is responsible for providing support towards the preparation of materials for training, developing courses for capacity-building for the SDGs and also coordinating with various departments for SDG implementation at the state and district levels. Some states, such as Karnataka, Haryana and Andhra Pradesh, collaborated with UNDP to establish their SDG cells (NITI Aayog, 2020).

Box 1: SDG Coordination Centre (SDGCC), Haryana

The Government of Haryana collaborated with UNDP to establish an SDGCC in 2018. The role of the SDGCC is to help Haryana conceptualise and implement the SDGs in the state. The SDGCC played a leading role in helping Haryana draft the Vision document for 2030. Other salient activities carried out by the SDGCC include:

Landscape Analysis of the different schemes implemented by the Government of Haryana to take stock of its current state of development

Formation of Inter-Departmental Working Groups on the SDGs

Development of tools and Workbooks for sensitising government officials on the SDGs

The SDGCC continues to guide and monitor the overall SDG implementation in the state.

Source: SDG Coordination Centre (s.a.)

In every state, the SDG cell is usually located within the Planning Department, but in some states, SDG cells are also located within the state training institutes, known as the administrative training institute (ATI).

Box 2: SDG cell within an ATI, Telangana
An exclusive Centre for Sustainable Development Goals was set up in 2017 at Dr Mari Channa Reddy Human Resource Development (MCR HRD) Institute, Hyderabad. The main objective of the Centre is to develop the capacity-building of all officials on the 17 SDGs. The Centre is also responsible for coordinating with all departments of the state to assist in the formulation of strategies, action plans and Vision documents aimed at achieving the targets relating to the SDGs. A state-specific e-learning module on the SDGs was developed by the Centre in English and in the local language. A similar module was also developed with a national perspective and has been shared with NITI Aayog and the Department of Personnel and Training (DoPT) for nation-wide use. The Centre for Sustainable Development Goals of the MCR HRD Institute so far has successfully conducted trainings for 60,000 employees on the SDGs through their own e-learning modules.
Source: MCR HRD Institute (s.a.) and documents shared by the Director for the Centre for Sustainable Development Goals, MCR HRD Institute, Telangana

At the district level

The Department of Planning and Statistics and the SDG cell coordinate with the elected representatives of PRIs and the urban local bodies through the National Institute of Rural Development (NIRD) to carry out actions on the SDGs. NIRD is the nodal institute that designs SDG-related training programmes for officials working in urban and rural local bodies. NIRD coordinates with the State Institute of Rural Development (SIRD) in each state and UT to conduct the capacity-building initiatives to help officials align the local plans of development with the SDGs.

B. Awareness-generation and building competencies for the 2030 Agenda

The *India VNR 2020: Decade of Action – Taking SDGs from Global to Local* reported that NITI Aayog, in collaboration with the UN and other knowledge partners, had initiated the country-wide dissemination of information on the SDGs from an early stage (NITI Aayog, 2020). In the last four years, NITI Aayog had conducted 25 national and sub-national consultations to assist central ministries, state and local governments, civil society organisations (CSOs), academia, media and think tanks in designing appropriate strategies for SDG implementation in India.[5] The capacity-building activities at the national and state levels so far can be categorised as:

a) orientation workshops and trainings on national indicators for the SDGs developed by MoSPI, linking outcome budgets to the SDGs

5 Since 2016, NITI Aayog has organised national and regional consultations on topics such as: SDGs and Integral Humanism; From Vision 2030 to Planning and Implementation for North Eastern States; Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable; Build Resilient Infrastructure, Promote Inclusive and Sustainable Industrialization and Foster Innovation, etc. For details of the consultations, see https://niti.gov.in/national-and-regional-consultations-on-sdgs

b) consultative workshops for mapping the SDGs with ministries (at the central level) and with line departments (at the state level)

c) training of civil servants, government officials (at the state and local levels) on various dimensions of the SDGs, forming interlinkages between the development goals

While NITI Aayog continues to provide the overall guidance on capacity-building for the SDGs, each state and UT has adopted diverse strategies to generate awareness about the 2030 Agenda. Tables 1 and 2 highlight the varied capacity-building activities undertaken by the states and UTs on the SDGs in the last three years.[6]

Table 1: Capacity-building for the SDGs: Update from front-runner states[7]

	State/UT	Capacity-building for implementation of the SDGs
1	Andhra Pradesh	Conducted engagement programmes on the SDGs with various stakeholders in the state, in villages and in wards in 2017 and 2018
2	Himachal Pradesh	Trained 40 master trainers on the SDGs Engaged local folk groups to create awareness about the SDGs in 78 development blocks of the state Video messages from the chief minister on the SDGs are aired on television and also disseminated through the print media
3	Karnataka	Trained 2,915 master trainers for conducting further trainings on the SDGs for all officials
4	Kerala	Training programmes have been conducted for elected representatives, officials of local government institutions and key stakeholders in local-level planning
5	Tamil Nadu	Trainings on the SDGs have been incorporated in the regular training programmes of the state training institutes
6	Telangana	More than 9,000 government employees have been trained on the SDGs

Source: NITI Aayog and UNDP (2019)

6 The *India VNR 2020* report showed that states and UTs, based on their performance on the SDGs, are categorised under two headings: front runners and performers (see Appendix 2).

7 This table has been prepared using the information available in the reports of NITI Aayog.

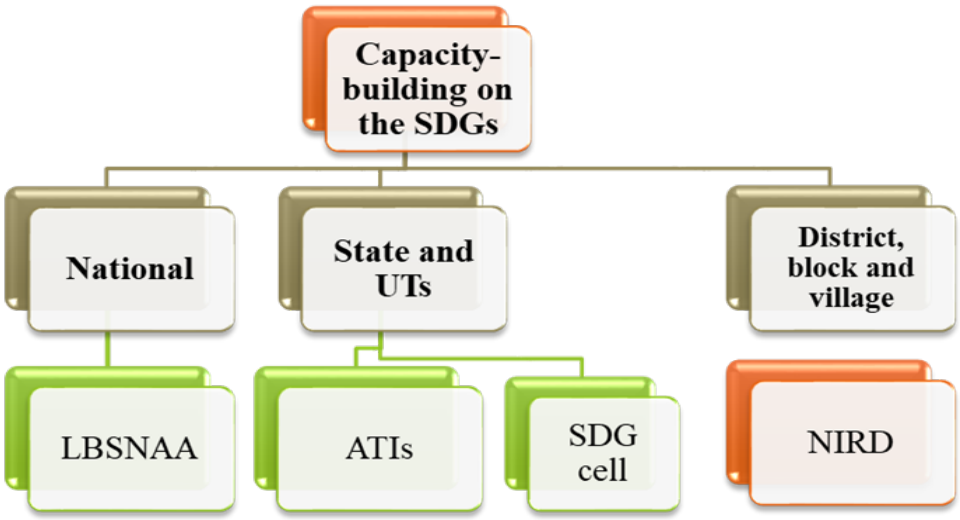
Table 2: Capacity-building for the SDGs: Update from the performer states and UTs[8]		
	State/UT	**Capacity-building for implementation of the SDGs**
7	Arunachal Pradesh	Conducted a series of workshops on the SDGs for government officials at the state and district levels
8	Assam	Publicised state government's commitments to the SDGs through various media Organised consultations and conferences to sensitise government officials about the SDGs. These consultations involved the participation of experts from academia, the private sector and UN agencies Conclaves on "Synergising CSR and SDGs" and "Ideathon: Youth Innovation for Brighter Assam"
9	Bihar	Organised workshops with government departments to create awareness about the SDGs Session on the SDGs was held in the state legislative assembly
10	Chhattisgarh	Academy of Administration and SIRD conduct training sessions on the SDGs Organised three conclaves on the SDGs for state government officials
11	Gujarat	Conducted workshops for government officials in partnership with the UN 100 senior district-level officers have been trained on the SDGs Collaborated with higher education institutes to sensitise non-governmental organisations (NGOs) and other stakeholders about SDG implementation and the monitoring and evaluation framework
12	Jharkhand	Draft modules on health, water and sanitation, nutrition, education and child protection to orientate officials of PRIs, including dedicated sections on the SDGs
13	Haryana	Prepared SDG communication strategy for raising awareness among state departments, academic institutions, CSOs, the private sector and the media
14	Madhya Pradesh	State government issued directives to all district collectors to allocate one session on the SDGs in all the training programmes at the district level
15	Maharashtra	State government directed ATI to incorporate academic curriculum on the SDGs into their existing training modules for government officers
16	Mizoram	Organised regional workshop on the SDGs for all the north-eastern states of India State- and district-level sensitisation workshops on the SDGs were organised for members of legislative assembly and nodal officers from all line departments, district authorities and village/local councils as well as presidents/secretaries
17	Rajasthan	Regular training programmes on the SDGs are organised for government officials Refresher trainings and workshops on the SDGs for district and local level officials SIRD conducts training programmes for the officials of PRIs
19	Uttarakhand	Organised Sustainable Development Festival; SDG wall was unveiled Several advocacy events on the SDGs were held and attended by more than 300 national and international participants and more than 2,000 students
20	Andaman and Nicobar Islands	Awareness-raising programmes are conducted for various stakeholders through media campaigns and advertisements
21	Delhi	Initiated a process of communication, awareness-generation and advocacy on the SDGs by involving all the major departments of the government associated with the SDGs
22	Lakshadweep	Training programme conducted for officials dealing with statistics for monitoring of the SDG targets
Source: NITI Aayog and UNDP (2019)		

8 This table has been prepared using the information gathered from reports of NITI Aayog.

C. Training institutes for capacity-building for the SDGs

Figure 4 highlights the most important government training institutes at the national and sub-national levels that are actively engaged in building the competencies of government officials to deliver the SDGs by 2030. These training institutes help officials prepare state- and district-level indicator frameworks for achieving the SDGs, understand the data gaps and need for improvement for the data ecosystem, and design action plans for implementing the SDGs.

Figure 4: Government training institutes at the central, state and district levels for SDG trainings



Source: Authors

At the central (national) level, NITI Aayog coordinates with the Lal Bahadur Shastri National Academy of Administration (LBSNAA)[9] to provide SDG trainings to civil servants. The Department of Planning and Statistics (nodal body at the state level) coordinates with the SDG cell and ATIs for training on the SDGs at the state and UT levels.

At the district and local levels, the main government institute that is responsible for knowledge dissemination and skills-building of officials on the SDGs is NIRD.[10] The NIRD coordinates with an SIRD, which is set up in every state, to build new capacities among officers working at the district, block and village levels on the SDGs.

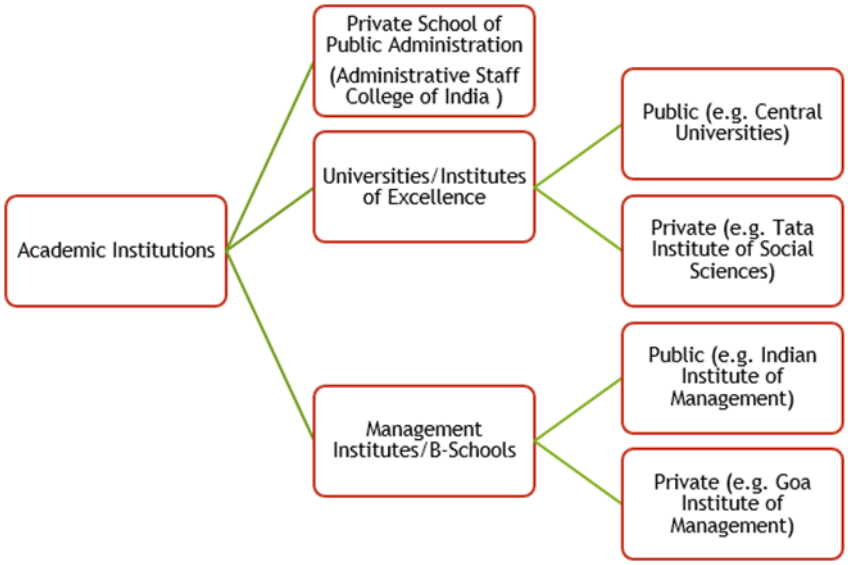
Besides government institutes, academic institutions in India also play an instrumental role in training civil servants and government officials on the SDGs. The academics offer theoretical perspectives and practical approaches to implementing the SDGs.

9 The LBSNAA, located in Mussorie, is a premier research and training institute on public policy and public administration for the civil servants of India. This is a government institute that is attached to the Department of Personnel and Training, Government of India.

10 NIRD and Panchayati Raj is an autonomous institute that is under the aegis of the Ministry of Rural Development. NIRD has been recognised by the UNESCAP Centre for Excellence and is engaged in capacity development of officials working at the district or local levels in every state of India.

In India, there are three main types of academic institutions that provide SDG trainings for government officials: (a) private schools of public administration (e.g. Administrative Staff College of India[11]), (b) universities (public and private) and Institutes of Eminence,[12] and (c) management institutes or B-schools (public and private) (see Figure 5).

Figure 5: Academic institutions for SDG trainings in India



Source: Authors

Since 2017, academic institutions have organised several capacity-building programmes on the SDGs for civil servants as well as state- and local-level officials with support from NITI Aayog, central ministries and state departments. Higher education institutions collaborate with the SDG cell, and various multilateral organisations also collaborate with academic institutions to conduct projects on the SDGs. In many cases, the capacity-building programmes for government officials are organised as part of these SDG-related projects. The nature of the SDG training programmes conducted by academic institutions over the years have undergone considerable change. Those conducting these training programmes have made a conscious effort to go beyond awareness-generation on the SDGs and are currently addressing issues related to the implementation of financing of the SDGs; the need for convergence between departments, schemes and programmes; and the necessity for continuous monitoring and evaluation.

11 ASCI is a private school of public administration established in 1956 in the city of Hyderabad, India. ASCI was formed as a joint initiative of the government and the industry. The institute imparts training to officials working in government and in the public and private sectors in India. ASCI conducts over 200 management development programmes.

12 The Ministry of Education of the Government of India established the University Grants Commission (UGC) in 1956 as a statutory body to manage, coordinate and maintain the standards of higher education in India. In 2017, the UGC passed a scheme known as Institutes of Eminence. These institutes have been granted more autonomy, they can open campuses overseas and they have more opportunities for collaboration globally.

3 Approach of the study

3.1 Universe of the study

Keeping in mind the focus of the discussion paper, a six-month study was undertaken to examine the SDG training landscape for government officials in India. As described in the earlier sections of this paper, a wide spectrum of capacity-building initiatives on the SDGs (such as training, workshops, seminars)[13] have been conducted in India by a diverse set of institutions. Moreover, there are a plethora of actors (at the national, state and local levels) who are actively engaged in conducting training on localising the SDGs (as shown in Figures 4 and 5). To reduce the level of complexity, we have selected the most important training/academic institutions at the national, state and local levels for our study (see Section 2). The targeted government training institutes are listed in Table 3.

Table 3: Universe of the study: Government training institutes

Name	Level	Quantity
LBSNAA	National	1
NIRD	Local level	1
ATIs	State	29
SDG cells	State	37

Source: Authors

With regard to the category of academic institutions, our universe for the study included: a) private school of public administration (Administrative Staff College of India), b) universities and institutes of excellence and c) management institutes or B-schools. Universities and institutes of excellence in India can be categorised into two segments, namely public and private. As there are several hundred institutions in this category, we turned to the National Institution Ranking Framework (NIRF) (Ministry of Human Resource Development, 2020) for selecting the institutions. Out of the 10 ranking categories available under the NIRF framework, we chose the "university" category and selected the top 50 universities that showcase the excellence in knowledge diffusion on the SDGs. We followed the NIRF document for selecting the management institutes for the study, too. We selected the "management" category under NIRF and chose the top 50 management institutions and B-schools.

13 Training consists of imparting information as well as building skills on specific topics. The purpose of training is to improve knowledge as well as the performance of an individual. Training programmes cater to large audiences. Workshops are usually a subpart of a training programme. However, they can also be standalone events. Workshops focus on peer-to-peer learning and hands-on experience. Workshops are held for smaller audiences, since the emphasis is on the hands-on activities. The seminars have a structure that resembles a classroom lecture. The mode of delivery is monologue, whereby the speaker shares information with the audience. Seminars do not include any learning components such as trainings or workshops.

3.2 Sources of data

For the purposes of the study, we gathered data on SDG trainings from the following sources:

a) review of relevant literature published by NITI Aayog, central ministries and state governments (state Vision document on the SDGs)

b) review of learning materials developed by the state governments

c) training calendar published by the respective institution on their website (in the last three years)[14]

d) annual or activity report of the institution that provided valuable information on the progress of SDG trainings

e) interview of SDG experts affiliated with government training institutes and academic institutions

It is important to note that SDG trainings for government officials in management institutes are offered under the category of "Management Development Programme" (MDP) or "Executive Education", which can be customised programmes (designed in consultation with the specific client) or open programmes (offered by the institute to serve the business needs of multiple clients). For the purposes of this study, we analysed only the open/announced MDP calendars published by the selected management institutions in the last three years.[15]

For the training calendars, we specifically looked at the titles of the training programmes that mentioned the SDGs. Only those MDPs or training programmes that clearly mentioned the SDGs in their titles were considered for analysis. While looking for the content analysis of the open MDP calendars, we also found that these institutions carried out – or are planning to carry out – several conferences, roundtable discussions and webinars on the SDGs. However, given the focus of the study on the training scenarios for the SDGs in India, we kept other activities outside the scope of the present study. We examined the open MDP and other training calendars to collect data on the following parameters – a) topics covered, b) year and duration of the programme, c) mode of delivery (offline or online), d) target audience and e) funding partner.

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14 It is evident from expert interviews that SDG trainings for government officials in India have gained momentum since 2017. Hence, we have examined the training calendars published by the institutes between 2017 and 2019. However, the bulk of SDG training programmes took place in 2018 and 2019. The pandemic in 2020 slowed down the process of capacity-building on the SDGs in India.

15 The major reasons behind choosing the open MDP calendars are the following:

a) The majority of the institutions do not make the training brochures publicly available. Hence, a detailed content analysis of the brochures was not possible.

b) As the training and capacity-building programmes are the major sources of revenue for academic institutions – constituting a major component of the competitive advantage of these institutions – most of the institutes were not ready to share either the brochures of the programmes or the client and funding-related details.

In addition to the content analysis of training calendars and the annual activity reports of the institutes, we conducted nine key informant interviews.[16] The experts gave their consent to quote their responses in the discussion paper. The details of the experts interviewed for the study are listed in Appendix 13.

The purpose of these interviews was to gain a deeper understanding of the landscape of the SDG trainings for government officials in the country. Thus, the experts were asked to provide information such as:

- the landscape of SDG trainings in India for government officials
- the progress made
- the availability of learning materials on the SDGs
- the funding for SDG trainings and challenges involved in the process
- possible forms of collaborations
- measures to be undertaken to accelerate the pace of SDG trainings in India

An interview schedule was prepared and shared with the experts prior to the interviews (see Appendix 12).[17]

4 Salient findings: Capacity-building for SDG implementation in India

As enumerated in Section 3, this study examined the role of two categories of institutions (government training institutes and academic institutions) that are engaged in training government officials on SDG integration in India. In this section, the discussion first illustrates the performance of the government training institutes (ATIs and NIRD)[18] and then focusses on the role of the academic institutions (public and private) in organising capacity-building initiatives on the SDGs for government officials in the country.

4.1 SDG trainings by government institutions (at the state level): Training scenarios and major gaps

With regard to the sensitisation of government officials in designing appropriate implementation strategies for the SDGs, the ATIs in the states and the UTs played pivotal roles. Prateek Kumar, Partnership Lead of the SDGCC in Karnataka, says, "Capacity-building on the SDGs gained pace only with the launch of the National Indicator Framework[19] in

16 Given the availability of experts, we conducted nine key informant interviews. The experts for the interview were chosen while keeping in mind the range of institutes selected for the study.

17 The consent of the experts was received to quote their interviews in the study.

18 While analysing the performance of government training institutions, due to the unavailability of data from the LBSNAA, the analysis has largely focussed on the state- and district-level institutions.

19 The NIF document provided information on the availability and source of data. This offered direction to policymakers as well as to the state government with regard to the focus on capacity-building on the SDGs.

2018." Prior to 2018, Prateek argued that capacity development on the SDGs lacked momentum across the states of India. In 2018, various ATIs began offering SDG-related trainings.[20] Our analysis revealed that the number of trainings offered by ATIs on the SDGs have gradually increased in the last two years (since 2019). Appendices 5 and 6 offer insights into the SDG trainings conducted by the ATIs located in the front-runner and performer states.[21] The SDG-related trainings are held for two to three days and were conducted offline till March 2020. These training programmes were organised more than once a year for state and district-level government officials. It is reassuring to observe that the ATIs have gone beyond mere orientation trainings on the SDGs. An analysis of the training-related documents shows that each ATI conducts training programmes on several SDGs, such as poverty, zero hunger, gender equality, water and sanitation, sustainable cities and communities, and climate action. The trainings are sponsored by the United Nations Children's Fund (UNICEF) as well as central ministries such as Women and Child Development, Rural Development, Panchayati Raj, Housing and Urban Affairs, and DoPT.

Major gaps

The proliferation of capacity-building for the SDGs in the last two years has indeed been positive, but several issues still remain.

First, the process of SDG trainings at ATIs is ad hoc and lacks direction. Although a broad range of trainings have been conducted on the SDGs (see Appendices 5 and 6), they come across as random events. Toral Gala, Program Officer with UNDP, expressed a similar concern in her interview and pointed out that the domain on capacity-building for the SDGs has been quite unclear for some time. Although NITI Aayog emphasised the need for capacity-building for localising the SDGs, there was no specific direction given to the states or UTs on the nature of the capacity-building. Each ATI designs and delivers capacity-building initiatives on the SDGs as it suits them. The absence of standardisation with respect to the nature of programmes, the frequency and the modes of delivery result in an ad hoc approach rather than a focussed and consistent approach. Toral remarked that, although there have been several capacity-building initiatives, a lack of direction and standardisation has led to a repetition of programmes in most of the ATIs.

Second, despite the emphasis on the significance of training for the SDGs from the early stage, ATIs have yet to ramp up their efforts in that direction. For instance, an ATI conducts more than 100 training programmes in a year, of which only 10 programmes (10 per cent) focus on the SDGs. With less than a decade left to respond to the goals of the 2030 Agenda, there is an urgent need to design and execute more SDG-focussed programmes for building the skills of government officials.

Third, the reporting on SDG trainings by the ATIs and SDG cells is very weak. A majority of the ATIs have not reported data on their websites on the SDG trainings they have conducted. Although some ATIs have dedicated web pages on the SDGs, unfortunately

20 For the purpose of the study, we analysed the training calendars of the ATIs, which are available on the websites of the respective ATIs.

21 This is not an exhaustive list, as data on SDG training conducted by ATIs in all states is not available in the public domain.

there is no systematic reporting about capacity-building for the SDGs for government officials on these web pages. The lack of a structured reporting format or mechanism at the state level has resulted in the unavailability of data in the public domain on SDG trainings for government officials.

An analysis of the websites of the SDG cells also revealed inadequate data on SDG trainings. Although SDG cells are entrusted with the responsibility of creating databases on capacity-building for the SDGs, owing to a lack of monitoring mechanisms, reporting is either insufficient or done in a haphazard manner. Due to this weak reporting structure, it is difficult to identify the number of trainings or infer the extent of SDG awareness among government officials operating at the various levels of government.

Fourth, there is now a greater need to include action components in the SDG trainings of the ATIs.

Dr Sandhya Seshadri Iyer from the Tata Institute of Social Sciences (TISS) shares:

> Currently, a lot of trainings on the SDGs done by both ATIs and academic institutions is a mere repeat about the basics of the SDGs. The buzz about the SDGs has already been created. The need of the hour is to go beyond mere orientation and focus on goal-specific action. TISS will soon launch short certificate courses on the SDGs with an action component for the government officials.[22]

Dr Shyamashree Dasgupta, Assistant Professor at the Indian Institute of Technology (IIT) Mandi, echoes similar thoughts. She remarked that the time has come to move beyond perspective-building on the SDGs.[23] Discussions on the SDGs should be integrated into the various trainings offered to state government officials. The reason for dovetailing the SDGs into different programmes is to make officials understand the interlinkages between the goals and the relationship of the SDGs with human development as well as to take better decisions.

Last, a major challenge faced by ATIs is the lack of resource materials for conducting the training programmes on the SDGs. To understand the relevance of the SDGs for India, specific examples from the Indian context are required, but these were sadly lacking in most of the learning materials. Seema Fernandes, who conducts training programmes for officials at the state and local levels, mentioned that the SDGs are aspirational in nature.[24] To translate aspirations into reality, real life examples are needed, which would give officers greater clarity as to where improvements need to be made. Seema says, "Unless resource materials are developed in local languages, highlighting local problems, capacity-building for the SDGs will not have the desired impact."[25] Also, only a few of the states (as indicated in Appendix 7) have developed customised resource materials on the SDGs (both content and language-wise) for the purpose of training. This is insufficient and requires immediate attention.

22 Sandhya Iyer was interviewed in December 2020.

23 Shyamashree Dasgupta was interviewed in January 2021.

24 Seema Fernandes was interviewed in December 2020.

25 Ibid.

Divya Parmar, Professor and Director at the Centre for Sustainable Development Goals, Mari Channa Reddy Human Resource Institute (ATI of Telangana),[26] stated that it is only recently that SDG cells have realised the need for developing state-specific learning materials on the SDGs that include examples from the state and help officials to localise the SDGs. SDG cells are now designing context-specific resource materials on the SDGs. According to Divya, a directive from NITI Aayog to the states and UTS to send SDG-related implementation updates has led to the development of resource materials in English and local languages (see Appendix 7). Divya shares that the SDG cell of Telangana has recently developed an e-module in English and Telugu as a resource material for their state government officials (see Appendix 8). This material includes examples from the state to help officers understand the relevance of the SDGs and also how to integrate the goals into state-specific schemes and programmes. The SDG cell of Telangana has also launched an e-module on the SDGs to be used for training officers at the national level.

4.2 SDG trainings by government institutions (at the local level): Training scenarios and major gaps

According to Dr Pratyusna Patnaik, Assistant Professor (NIRD), SDG trainings are more systematic at the district or local level (PRIs).[27] Dr Patnaik has been conceptualising and organising SDG-related training programmes at the local level since 2016. In her opinion, inclusion of capacity-building for the SDGs in the guidelines of the Ministry of Panchayati Raj and the Ministry of Rural Development (MoRD) has acted as a catalytic agent and allowed NIRD and SIRDs to adopt a more systematic approach towards SDG trainings. Moreover, a structured reporting format and continuous monitoring from the respective central ministries ensures consistency in training, and most importantly better data on SDG trainings. NIRD has conducted several training programmes to create a pool of trainers who would help with the integration of the SDGs in programmes at the local levels. These trainers were selected from SIRDs across states and UTs. The purpose of creating an exclusive pool of trainers for the SDGs is to ensure a more focussed approach to SDG integration. NIRD periodically conducts a five-day training programme of trainers (see Appendix 3). This programme orients the pool of trainers towards the SDGs, explains to them how the response to the various goals for sustainable development leads to rural development and presents strategies for aligning programmes for rural development using the SDGs. Drawing from the UNDP manual on SDG trainings, NIRD has also designed a manual for training about the SDGs at the village level (see Appendix 4). According to Dr Patnaik, this SDG training manual has been extremely beneficial for the instructors, as it helps them to localise the SDGs effectively, which is the focus of the 2030 Agenda.

Major gaps

Unlike the ATIs, NIRD and SIRDs perform better with regard to SDG trainings, but major gaps are discernible.

26 Divya Parmar was interviewed in January 2021.

27 Pratyusna Patnaik was interviewed in January 2021.

First, the frequency of SDG trainings organised by NIRD remains low.

Second, for integrating the SDGs into the activities at the community level, it is essential to expand the coverage of the training programmes. SIRDs should forge collaborations with community-level organisations for a better localisation of the SDGs.

Last, for building capacity of officials at the community level, there is a need to develop more resource materials in the local languages, which is currently lacking.

4.3 SDG trainings by academic institutions (public and private): Training scenarios and major gaps

Other major actors in the domain of SDG trainings for government officials are the academic institutions. As elaborated in Section 2, several academic institutions (such as schools of public administration, universities, institutes of eminence and management schools) have been instrumental in organising SDG-related trainings for senior- and mid-level government officials (from central ministries as well as from the various state departments). As part of the study, we selected the top 50 academic institutions following the NIRF ranking and analysed their Management Development Programme calendars. An analysis of the data collected from their websites highlights that the selected academic institutions have offered open MDPs on a range of SDG-related programmes in the last two years (primarily in 2018 and 2019). Similar to the ATIs, these MDPs lasted two to three days and catered to state government and district-level officials. Some of the MDPs were general in nature and provided an overview of the SDGs and the 2030 Agenda, explained the relevance of the SDGs for India and discussed strategies for SDG integration in the current set of schemes and programmes. But there were MDPs that offered specific details on the SDGs, too. For instance, academic institutions have offered MDPs on reducing poverty and hunger; mitigating climate change; integrating the SDGs in rural development and urban planning; and addressing the SDGs in higher education (see Appendices 10,11 and 12). However, SDG-specific MDPs were few in number. The focus of the MDPs have been primarily focussed on the general orientation of government officials. The number of open MDPs declined in 2020 due to the pandemic. The engagement of the academic institutions with capacity-building for the SDGs is satisfactory but is still in development.

Major gaps

The three major gaps that are discernible from the study are described below.

First, on analysing the open MDP calendars of the Administrative Staff College of India (ASCI) and other academic institutions, we found that these institutions offer very few open MDPs on the SDGs. In fact, in comparison to the proportion of open MDPs on general topics such as strategy, finance, economics, organisational behaviour and human resource management, the number of SDG-related training programmes is negligible. For instance, ASCI organises approximately 100 announced MDPs for government, public- and private-sector officials. A critical review of the MDP calendar of ASCI highlighted that, out of the 100 announced MDPs each year, there are very few open MDPs (only three to four) that focus on the SDGs. We observed a similar trend with other academic institutions as well. Although academic institutions such as universities and institutes of eminence and

management schools have conducted trainings on various themes concerning the SDGs for government officials since 2018, the number of training programmes have been abysmally low. Shyamashree Dasgupta from IIT Mandi recounts several factors that have affected greater levels of participation of academic institutions in SDG trainings. According to her, a lack of direction, incentives and dedicated budgets from NITI Aayog are some of the factors that have thwarted academic institutions from adopting a proactive approach in the arena of SDG trainings in India.

Second, SDG trainings continue to occupy a niche market in India. It is ironical that even five years after the launch of the SDGs and all the efforts by NITI Aayog on the localisation of the SDGs, the SDG training market in India continues to be a niche and has very low penetration. Hence, if we look at the current MDP calendars of several institutions, it can be seen that there are very few SDG trainings in the training portfolios. For example, an analysis of the MDP calendar of selected academic institutions for one year shows the following percentage of SDG trainings:

- ASCI: 3.70% share in training portfolio (4 out of 108)
- Indian Institute of Management, Ahmedabad: 0.00% share in training portfolio
- Indian Institute of Management, Shillong: 0.00% share in training portfolio
- XLRI, Jamshedpur: 1.45% share in training portfolio (1 out of 69)

The focus of academic institutions is on marketing MDPs on other topics rather than on the SDGs. In order to generate a sustained revenue stream, academic institutions cannot rely on the potentials offered by SDG trainings. Therefore, the institutions focus more on other MDPs, which have historically consistently provided revenue. More than a demand-side problem, this issue pertains to the supply side. Over the years, policymakers have not been able to effectively showcase the significance of SDG trainings, therefore there has not been significant demand for them. The supply-side push of the policymakers has opened an avenue for institutions to generate revenue from SDG training modules. However, that has not resulted in a huge demand for SDG trainings among the various stakeholders. As the demand for SDG trainings has not been effectively generated in the market, there is a divergence between the willingness to pay and the expected price of an SDG training programme. The ineffectiveness of the policymakers to communicate the significance of the SDGs has created this divergence, leading to a fall in the number of SDG training programmes across India. Activity reports of academic institutions reveal that they have organised more workshops and seminars on the SDGs in comparison to training programmes.

Third, the data shows a lack of planning on the part of academic institutions regarding SDG trainings. Although many academic institutions did organise SDG training programmes, there is no structured approach to the process. A critical examination of the MDP calendar and the annual activity reports of the academic institutions show that SDG trainings for government officials were conducted in a haphazard manner. There was no planning involved with regard to the number, frequency and theme of these SDG-related training programmes. Similar to the government ATIs, the engagement of academic institutions has been largely sporadic and slow. In short, the engagement of academic institutions in the spheres of awareness-generation and advocacy on the SDGs has been weak.

5 Conclusions

Awareness-raising and capacity enhancement are continuous processes, and it is crucial to sustain the momentum to achieve the desired outcome. Since the SDGs were announced, the capacity-building of multiple stakeholders has been promoted as one of the most important elements of SDG integration at both the policy and programmatic levels. Accordingly, every country has been working hard to offer trainings on the SDGs as well as design learning materials that will aid and expedite the process of learning and engagement with the SDGs.

In India, too, communication, training and advocacy on the SDGs provided the bedrock for adapting the SDGs at the national, state and local levels. The 2030 Agenda ushered in new ways of thinking about as well as planning for and financing development. The stakeholders at the national, state and local levels needed new skill sets to collect data to achieve the targets laid down by the SDGs. Hence, since 2016, there has been a concerted effort on part of NITI Aayog to encourage states, UTs and other stakeholders to orient themselves with the SDGs. Undoubtedly, there has been some progress in the domain of capacity-building for the SDGs, but much more needs to be accomplished. The front-runner states have developed resource materials in local languages in the last two years, but they are still inadequate. What is worrisome is the fact that there is less than a decade left to achieve the Global Goals, and there is a long way to go. Both the front-runner and performer states need to be more proactive and develop learning materials and circulate them widely.

We conducted a pilot study to understand the situation with SDG trainings for government officials in India. The study did not present satisfactory results. We admit that capacity-building is an ongoing process but several challenges remain. These challenges range from lack of planning, coordination, documentation and monitoring to an absence of adequate data for designing evidence-based capacity-building strategies. Moreover, the discussions in the previous section also show that the challenges pertaining to SDG trainings exist at multiple levels of governance – national, state and local levels – and among both governmental and academic training institutes. These challenges continue to affect the process and pace of SDG trainings in India.

It has already been established that NITI Aayog (at the national level) presents the national leadership and the overarching framework for steering towards the achievement of the SDGs in the country. Hence, to motivate change with regard to capacity-building for the SDGs at the state and UT levels (in the Department of Planning and Statistics and in SDG cells) as well as in training institutes (government and academic), the directive has to come from NITI Aayog. Unless, there is a robust national policy on SDG-related capacity-building (which is evidence-based) at the national level, the mechanism of capacity-building at the state and local levels will not undergo the desired changes. The following section suggests ways to design an evidence-based capacity-building policy at the national level to improve the prevailing capacity-building efforts of government officials working at various levels of the federal structure.

5.1 Proper documentation of SDG trainings in India

It is essential to improve any system, institution or programme data in order to measure progress. Without evidence, better and effective decisions can never be made. Also, in the case of SDG trainings, we need data to strengthen and standardise the system. Hence, it should be mandatory for every training institute to design a checklist to document basic details of the various SDG trainings offered by the institute. This data should be publicly available so that we understand the coverage, variety and impact of SDG trainings at all levels of the country. The checklist can include the following parameters to capture data related to SDG trainings:

a) total number of SDG-related trainings organised in a financial year

b) number of SDG-related open and customised programmes

c) total number of participants in open and customised training programmes (data should be segregated by SDG)

d) categories of participants (government officials/ industry professionals) in open and customised training programmes (data should be segregated by SDG)

e) funding/collaborations for SDG trainings

f) learning objectives of each SDG-related training

g) faculty resources for SDG trainings

h) other capacity-building activities offered on the SDGs (such as workshops, seminars)

i) learning materials produced on the SDGs

The checklist will serve multiple purposes. It will help every institute in India to build a systematic database on SDG trainings and provide a benchmark to the institute with regard to its contribution towards capacity-building for the SDGs in India. Moreover, the data from the checklist will help in understanding the key trends in SDG trainings, gaps in the training scenarios and help service providers customise its offerings and sensitise a larger audience on the SDGs. This systematic mapping will promote a space for co-creation between states and institutions.

5.2 Active monitoring of SDG trainings, real-time reporting and incentivisation

As stated in Section 2, each state and UT has the freedom to conceptualise and deliver its own set of SDG trainings. Although NITI Aayog supervises the implementation of SDG trainings for government officials at the state and local levels, there is still no mechanism to systematically review the status of SDG trainings in the country. The process continues to be ad hoc. To bridge this gap, there is an urgent need for NITI Aayog to collaborate with the SDG cells to make reporting on SDG trainings mandatory. Furthermore, all data on SDG trainings or any form of capacity-building should be published in the SDG dashboard of the respective states. In fact, on the state SDG dashboard, a separate section can be created on

capacity-building initiatives on the SDGs. Publishing this data will serve the following functions: a) provide visibility to the institutes involved in SDG trainings at the sub-national and local levels, b) act as an incentive for all other institutes to proactively participate in SDG trainings and c) serve as a database for the state as well as for the centre. SDG training is a niche area in India. To motivate greater participation of other actors in SDG trainings, especially academic institutions, the government should think of incentivising academic institutions. For instance, the state government can empanel academic institutions to conduct trainings on the SDGs. Furthermore, the government can mention details about the empanelled academic institutions on their SDG dashboard for greater visibility. Initiatives such as giving awards to academic institutions will also motivate them to actively participate in the process of capacity-building for the SDGs.

5.3 Develop database of resource materials on the SDGs

Interactions with experts have highlighted that there is an urgent need to develop learning materials on the SDGs in local languages. To implement the SDGs at the grassroots level, it is necessary to train the communities, therefore the resource materials on the SDGs should be in the local languages. A lot of investment has already been made to create SDG-related learning materials in local languages for government officials. As our review highlighted, each state is designing its own set of resource materials. These resource materials should be stored in a central repository that is located within the SDG cell. The repository should be made online and accessible to all. The ongoing COVID-19 pandemic has further underlined the need for online resource materials on the SDGs so that the capacity-building activities can continue uninterrupted. The creation of e-learning materials will reduce unnecessary spending on resources materials and also avoid repetition. Since the online repository will be used by various actors to conduct trainings, workshops, consultations, etc., it is necessary to include resource materials that are developed internationally, nationally and regionally.

5.4 Outcome measurement of SDG trainings

Although periodic reporting on SDG trainings is essential, it is equally necessary to measure the outcomes of SDG trainings (for instance, the level of awareness created on the SDGs and action plans designed by participants to implement the SDGs). How do we know that the training was effective? If the training was not effective, how do we know where to improve? Outcome measurement is therefore an absolute necessity and provides a systematic understanding as to whether a programme has attained its desired objective. Such a practice will help each institute understand the effectiveness of their SDG trainings and identify good practices as well as areas for improvement. For outcome measurement of SDG trainings, every institute should conduct a pre-training and a post-training assessment. Such assessments will highlight the extent to which an institute has been able to generate knowledge on the SDGs and motivate people to integrate them in their daily operations.

5.5 Quality assurance of SDG trainings

Capacity-building is always done with a vision for change. The SDGs talk about a sustainable future and focus on bringing about transformation in the lives of people in a way that balances social, economic and environmental dimensions of change. There is also an emphasis on collaboration, participation and the inclusion of all as a country plans its policies and programmes on development. All these nuances have to be clearly communicated through SDG trainings – only then can the targets be successfully achieved. To understand whether SDG trainings deliver on these objectives, it is essential that institutes undertake initiatives to assess the quality of its deliverables on the SDGs. There are various standards of quality assurance frameworks in the field of education. For instance, management schools must ascertain whether their graduates possess the requisite skills to contribute meaningfully to both society and business. They must follow an Assurance of Learning framework designed by international accreditation bodies such as the Association to Advance Collegiate Schools of Business International and The European Foundation for Management Development (Lakhal & Sevigny, 2015).[28] The SDG cell can suggest that institutions offering trainings on the SDGs follow quality assurance frameworks such as Assurance of Learning.[29] Following the Assurance of Learning framework, every institute can define the programme learning objectives of the specific SDG trainings, then plan the sessions and the session learning objectives. At the end of the SDG trainings, feedback forms should be distributed to the participants and include both programme learning objectives and session learning objectives. The feedback from the participants will help institutes measure the effectiveness of a given programme on the SDGs.

5.6 Government mandate for mainstreaming sessions on the SDGs in every training

Professor Divya Singhal from the Goa Institute of Management says,

> For wider and quicker dissemination of knowledge on the SDGs, discussions on the SDGs should be mainstreamed in every training programme. This however, is not a new phenomenon. The Department of Personnel and Training (nodal department for monitoring the training of government officials) in the past has given mandates to include certain topics in every training programme to ensure knowledge dissemination and attitudinal change at a grand scale and at a much quicker pace.[30]

Experts associated with NIRD and SDG cells in Telangana pointed out that a mandate from NITI Aayog or the inclusion of the SDGs in the Vision document of the ministry will help to smoothly conduct capacity-building programmes on the SDGs at both the state and local levels.

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28 The AACSB Assurance of Learning process: An assessment of current practices within the perspective of the unified view of validity.

29 An Assurance of Learning framework encompasses five interrelated and iterative steps, which are: a) defining learning goals and objectives, b) aligning curricula with the adopted goals, c) identifying instruments to assess learning, d) collecting, analysing and sharing information, and e) using information for continuous improvement.

30 Professor Divya Singhal was interviewed in December 2020.

5.7 Create consortium of academic institutions (state-wise) to catalyse SDG trainings

NITI Aayog has launched *Samavesh* to link together various knowledge partners to accelerate the process of development. Drawing on the model of *Samavesh*, SDG cells in each state can create a consortium of academic institutions (government and private), which will aid SDG trainings in India. Currently, the onus of training government officials on the SDGs lies predominantly with ATIs (at the state level) and SIRDs (at the local level). Such a consortium of academic institutions can supplement the work of government training instructions and expedite the process of capacity-building. Such a consortium will also provide academic institution a platform for dialogue on the SDGs and an exchange of ideas while sharing their good practices on training and learning from their peers.

Going ahead, the time of ad hoc initiatives on SDG communication, training and advocacy is over. We need data to understand whether and to what extent SDG trainings are in reality helping the localisation of the SDG in India. Our decisions have to be data-driven. As a result, we need good data on SDG trainings to improve the system and to obtain data on various facets of SDG trainings; continuous reporting is non-negotiable. Given the heterogeneous structure of India, granular data on SDG trainings and various forms of capacity-building initiatives will help policymakers design an effective capacity-building plan at the national, state and local levels.

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Appendices

Appendix 1: Goal focus of top states and UTs: An overview	
Sustainable Development Goals	Performers on the SDGs (states/UTs)
Goal 1: No Poverty	Tamil Nadu, Jammu and Kashmir, Ladakh
Goal 2: Zero Hunger	Goa, Chandigarh
Goal 3: Good Health and Well-being	Kerala and Puducherry
Goal 4: Quality Education	Himachal Pradesh, Chandigarh
Goal 5: Gender Equality	Himachal Pradesh, Jammu and Kashmir, Ladakh
Goal 6: Clean Water and Sanitation	Andhra Pradesh, Chandigarh
Goal 7: Affordable and Clean Energy	Sikkim, Puducherry
Goal 8: Decent Work and Economic Growth	Telangana and Chandigarh
Goal 9: Industry, Innovation and Infrastructure	Kerala, Gujarat, Daman and Diu, Delhi, Dadra and Nagar Haveli
Goal 10: Reduced Inequality	Telangana, Andaman and Nicobar Islands
Goal 11: Sustainable Cities and Communities	Himachal Pradesh, Goa, Chandigarh
Goal 12: Sustainable Consumption and Production	Nagaland, Chandigarh
Goal 13: Climate Action	Karnataka, Lakshadweep
Goal 14: Life Below Water	Karnataka
Goal 15: Life on Land	Sikkim, Manipur, Dadra and Nagar Haveli, Lakshadweep
Goal 16: Peace, Justice and Strong Institutions	Gujarat, Andhra Pradesh, Puducherry
Source: SDG India: Index and Dashboard, NITI Aayog (2019)	

Appendix 2: Localising the SDGs: Categorisation of states and scores					
Achiever (100)	Front runners	Score (65-99)	Performers	Score (50-64)	Aspirants (0-49)
	Kerala	70	Gujarat	64	
	Himachal Pradesh	69	Maharashtra	64	
	Andhra Pradesh	67	Uttarakhand	64	
	Tamil Nadu	67	Punjab	62	
	Telangana	67	Manipur	60	
	Karnataka	66	West Bengal	60	
	Goa	65	Madhya Pradesh	58	
	Sikkim	65	Odisha	58	
			Tripura	58	
			Haryana	57	
			Nagaland	57	
			Rajasthan	57	
			Chhattisgarh	56	
			Mizoram	56	
			Assam	55	
			Uttar Pradesh	55	
			Meghalaya	54	
			Arunachal Pradesh	53	
			Jharkhand	53	
			Bihar	50	
Union territories (UTs)					
	Chandigarh	70	Dadra and Nagar Haveli	63	
	Puducherry	65	Lakshadweep	63	
			Delhi	61	
			Andaman and Nicobar Islands	61	
			Daman and Diu	61	
			Jammu and Kashmir	59	
			Ladakh	59	
Source: NITI Aayog and UNDP (2019)					

Appendix 3: Schedule of NIRD for training on "Integration of SDGs in Implementation of Gram Panchayat Development Plan"			
Day	Time (hrs)	Sessions	Resource persons
Day 1			
Day 1	09:00 – 09:30	Registration	
	09:30 – 10:00	NIRDPR Film Show	
	10:00 – 10:30	Introducing the programme objectives and ice-breaking	Dr Pratyusna Patnaik, NIRDPR
	10:30 – 11:00	Inaugural address	Director BRAIPRD, Kalyani
	Session - 1 11:30 – 13:00	Sustainable Development Goals: Setting targets and goals	Dr Pratyusna Patnaik
	Session - 2 14:00 – 15:30	Implementation and operationalisation of GPDP	Resource person BRAIPRD
	Session - 3 15:45 – 17:15	Role of Panchayats for poverty eradication	Resource person BRAIPRD
Day 2			
Day 2	09:00 – 09:30	Day 1 report	
	Session - 4 09:30 – 11:15	Fighting hunger and malnutrition: Role of Panchayats	Resource person BRAIPRD
	Session - 5 11:30 – 13:00	Role of Gram Panchayat towards healthy villages	Resource person BRAIPRD
	Session - 6 14:00 – 15:30	Setting goal for Gram Panchayat in achieving education for all	Resource person BRAIPRD
	Session - 7 15:45 – 17:15	Management of water supply in Gram Panchayats	Resource person BRAIPRD
Day 3			
Day 3	09:00 – 09:30	Day 2 report	
	Session - 8 09:30 – 11:15	Engendering Panchayats: Gender issues and women's empowerment in Panchayats	Dr Pratyusna Patnaik, NIRDPR
	Session - 9 11:30 – 13:00	Planning for sustainable energy: Role of Panchayats	Resource person BRAIPRD
	Session - 10 14:00 – 15:30	Planning for local economic development in Panchayats	Resource person BRAIPRD
	Session - 11 15:45 – 17:15	Swachh Bharat and sanitation in Gram Panchayats	Resource person BRAIPRD
Day 4			
Day 4	09:00 – 09:30	Day 3 report	
	Session - 12 09:30 – 18:00	Field visit to Gram Panchayat	Dr Pratyusna Patnaik, NIRDPR and Dr Suparna Ganguly, BRAIPRD
Day 5			
Day 5	09:00 – 09:30	Day 4 report	
	Session - 13 09:30 – 11:15	Planning for climate resilient Panchayats	Resource person BRAIPRD
	Session - 14 11:30 – 13:00	SDGs and role of Panchayats in effective planning for sustainable eco-systems	Resource person BRAIPRD
	Session - 15 14:00 – 15:15	Monitoring integration of SDGs with Gram Panchayat development plan	Dr Pratyusna Patnaik, NIRDPR
	15:30 – 16:00	Training management portal – computer evaluation	BRAIPRD, Kalyani
	16:00 – 17:30	Valedictory – way forward	Joint Director BRAIPRD, Kalyani

Appendix 4: Manual on the SDGs that Gram Panchayat used as resource material for NIRD

END POVERTY IN ALL ITS FORMS EVERYWHERE

Mobilize your gram sabha, Set your panchayat-specific targets, Coordinate with government and non-government agencies, Tap resources from centrally and state sponsored schemes, ensure services reach the community

Be a leader in achieving sustainable development goals!

What Can Gram Panchayats Do?

FACILITATE

- Access to:
  - Social protection
  - Housing
  - Water and electricity
  - Sanitation
- Resilience to extreme climate events and other environmental shocks
- Implementation of MGNREGS
- Income generation through:
  - Skills training
  - Entrepreneurship development
  - Employment
- Building of institutions like self-help groups
- Access to financial services, including microfinance

Appendix 4: Manual on the SDGs that Gram Panchayat used as resource material for NIRD

ENCOURAGE PARTICIPATION IN

- Needs assessment
- Social services planning

PLAN

- Operational guidelines for care and protection of destitute and vulnerable
- Convergence of GPDP funds and programmes

IDENTIFY

- Poor, destitute and critically vulnerable to shocks and disasters
- Appropriate new technologies to improve productivity

People to support us

Self-Help Groups (SHGs) and their federations, literacy workers, ASHAs, teachers, National Rural Livelihood Mission (NRLM) Community Resource Persons (CRPs), Anganwadi workers, Rozgar sevaks

Resources to look for

Deen Dayal Antyodaya Yojana (DAY-NRLM), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), State Poverty Eradication Missions, National Social Assistance Programme (NSAP), Pradhan Mantri Awas Yojana (PMAY), Public Distribution System (PDS), Rashtriya Swasthya Bima Yojana (RSBY), Swachh Bharat Mission (SBM), Deen Dayal Upadhyaya Gram Jyoti Yojana, other state and central schemes

Source: United Nations (n.d.)

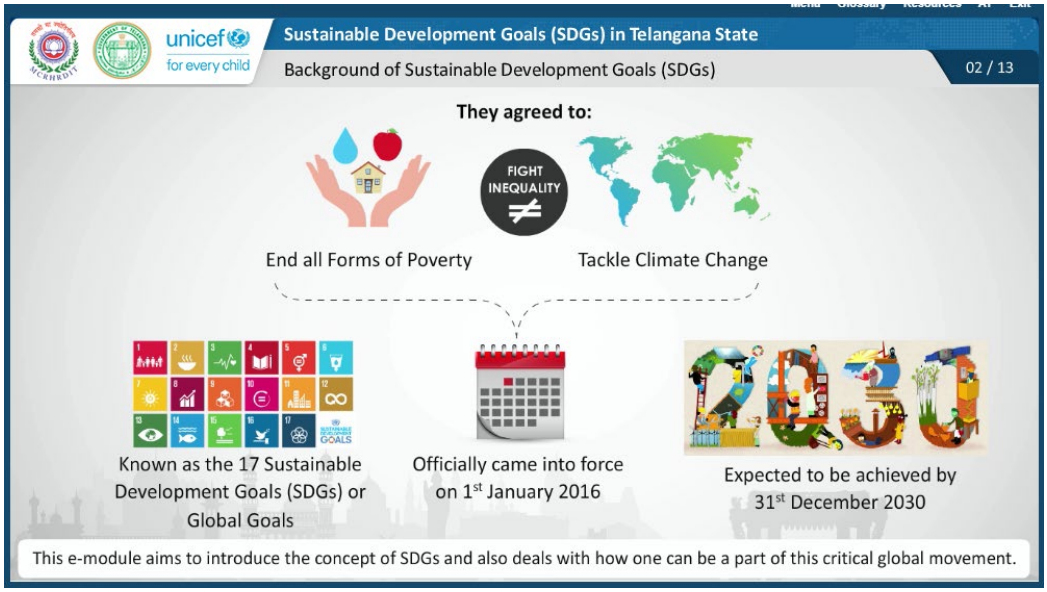
Appendix 5: Capacity-building for the SDGs by state training institutes in front-runner states						
Name of the state/UT	Training institute	Capacity-building for the SDGs	Year and duration)	Mode of delivery	Level of officers	Funding partner
Andhra Pradesh	Andhra Pradesh Human Resource Development Institute	WASH in Institutions and gender equity	2019 (1 day)	On campus (offline)	State and district	UNICEF
		Training of trainers (ToT) on WASH in schools	2018 and 2019 (2 days)			
		Training programme on social protection schemes	2018 (2 days)	On campus (offline)	State and district	DoPT
		ToT on "risk-informed programming"	2018 (2 days)			
Himachal Pradesh	Himachal Pradesh Institute of Public Administration	Overview of the SDGs	2020, 2019, 2018 (4 days)	On campus (offline)	District	DoPT
		Sustainable rural livelihood	2018 (4 days)		District/ block	
Karnataka	Administrative training institute	ToT on the SDGs	2019-2020 (4 days)	On campus (offline)	District/ block	DoPT
		My progress on the SDGs	2019-2020 (2 days)			
Tamil Nadu	Anna Institute of Management	Sustainable Development Goals for women empowerment	2020 (3 days)	On campus (offline)	State and district	DoPT
Telangana	(MCR HRD)	Sustainable Development Goals for urban areas	2019 (3 days)	On campus (offline)	State and district	
		How to work on the SDGs	2019 (3 days)		State	

Appendix 6: Capacity-building for the SDGs at state training institutes in performer states/UTs

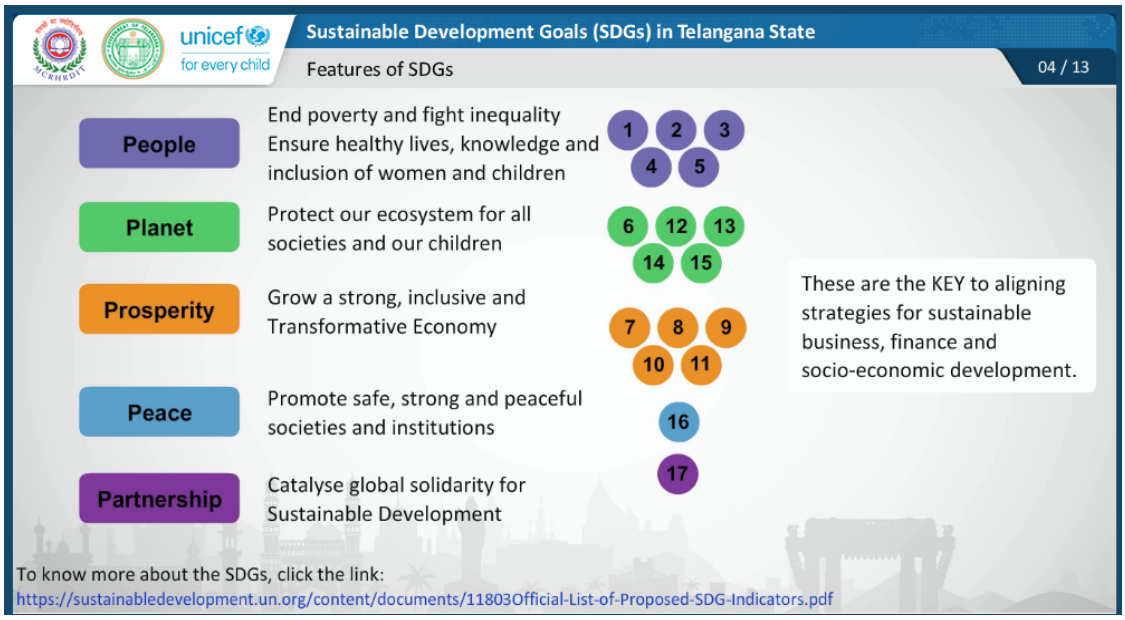
Name of the state/UT	Training institute	Capacity-building for the SDGs	Year and duration	Mode of delivery	Level	Funding partner
Jammu and Kashmir	JK Institute of Management Public Administration and Rural Development	Role of Panchayats in sustainable development	2019 (5 days)	On campus (offline)	State and district	Ministry of Rural Development (MoRD) and Panchayati Raj
		Natural resource management for sustainable rural livelihoods	2019, 2018 (4 days)			
		Sustainable food security				
		Sustainable development and environment friendly strategies	2019, 2018 (3 days)			Department of Urban Development
		Sustainable tourism management in J&K				MoRD
		Sustainable urban transport	2019, 2018 (4 days)			Infrastructure department
Odisha	Gopabandhu Academy of Administration	Sustainable development and the environment	2017 (3 days)	On campus (offline)	State and district	DoPT
		Sustainable development – concept and issues				
Maharashtra	Yashwantrao Chavan Academy of Development Administration	Training programme on building capacities for sustainable development goals	2021 (3 days)	Virtual (online)	District/ block	MoRD
		ToT programme on integration of the SDGs in implementation of Gram Panchayat development programme	2021 (5 days)			
		Orientation programme for planning department on the SDGs	2021 (1 day)		State and district	DoPT
Tripura	State Institute of Public Administration and Rural Development	Strategies for open defecation free (ODF) sustainability	2021 (3 days)	On campus (offline)	State and district	MoRD
		youth development for sustainable rural development	2020 (3 days)			
		Participatory planning for poverty reduction and sustainable development				
		Promoting rural volunteerism for sustainable good governance				
		ToT on GPDP with a focus on drinking water safety and source sustainability				
		Sustainable rural development	2019 (3 days)		District and block district	
		ToT for state-level master trainers on the SDGs	2019 (2 days)		State	
		Orientation of district-level master trainers on the SDGs	2019 (3 days)		District	

Appendix 7: Learning materials developed by some states/UTs		
	State/UT	Resources developed by the state for communication and training on the SDGs
1	Gujarat	Prepared modules on the SDGs in the local language for trainers. The module is being used to develop the capacity of functionaries at the district and local levels.
2	Haryana	Prepared advocacy materials in Hindi and English on all the SDGs depicting current data and targets for Vision 2030 of the state.
3	Karnataka	Prepared SDG calendar and posters on each SDG in English and in the regional language. The government also advertises the SDGs through short videos and jingles.
4	Kerala	Kerala Institute of Local Administration has been creating awareness about the SDGs through specially curated modules.
5	Maharashtra	Prepare booklets on the SDGs in the local language and shared widely with all departments of the state government.
6	Mizoram	Posters on the SDGs have been prepared and distributed to different offices and schools. Video clips on the SDGs in the local languages have been circulated on local TV channels and social media.
7	Rajasthan	Prepared brochures on the SDGs for communication and awareness-generation at the state, district and sub-district levels.
8	Telangana	Developed e-modules in Telugu and English to localise the SDGs.
9	Andaman and Nicobar Islands	Developed IEC materials, which have been used by all the government departments.
Source: NITI Aayog and UNDP (2019)		

Appendix 8: E-module on the SDGs developed by MCH RDI Telangana



Appendix 8: E-module on the SDGs developed by MCH RDI Telangana



Source: Centre for Sustainable Development Goals, Mari Channa Reddy Human Resource Institute (Administrative Training Institute of Telangana), 2019.

Appendix 9: Indicative list of open management development programmes (MDPs) on the SDGs offered by ASCI				
Capacity-building for the SDGs	Year and duration	Mode of delivery	Level	Funding partner
The SDGs and climate change: Opportunities and challenges of adaptation and mitigation	2021 and 2020 (3 days)	Virtual (online)	State government and public sector	Open MDPs (multiple clients)
Enhancing the contribution of agriculture and allied sectors in achieving the SDGs	2020 (3 days)	On campus (offline)	State government and NGOs	
Localising the SDGs at local self-governance level	2020 (3 days)		State and district and NGOs	
Achieving the Sustainable Development Goals – the way ahead	2019 (3 days)		State and district	

Appendix 10:	**Indicative list of capacity-building for the SDGs at government-supported institutes/B-schools and technical institutes**				
Name of the institution	Capacity-building for the SDGs	Year and duration	Mode of delivery	Level	Funding partner
Indian Institute of Management (IIM), Ahmedabad	Land tenure risk management for sustainable investment	2021, 2020 (3 days)	Online	State government officials in infrastructure, power and renewable energy, mineral sector, agribusiness	State departments, public-sector organisations (Open MDP)
IIM, Shillong	Environment management for sustainability	2018 (3 days)	On campus (offline)	State government officials of North East India	State departments of North East India (Open MDP)
IIM, Bangalore	Roundtable on "Role of responsible business for achieving sustainable development goals with focus on livelihood enhancement"	2019 (1 day)		Officials in private and public sectors	HCL Foundation Academy
	Governance, ethics and sustainability	2017 (3 days)		State government, public and private sector and faculty	(Open MDP)
	Master class on sustainability (conducted a series of sessions)	2017	On campus (offline)	NGOs	Child Rights and You (CRY)
IIM, Kozikhode	Teaching and learning for a sustainable future	2019 (5 days)	On campus (offline)	Faculty (from any higher education institution)	Respective clients (Open MDP)
Indian Institute of Technology (IIT, Kharagpur)	Education for sustainable development implication for pedagogy and teacher education	2020 (1 week)	Online	Faculty (from any higher education institution)	Respective clients (Open MDP)

Appendix 11: Indicative list of capacity-building for the SDGs at private higher education institutes (management and non-management institutes)					
Name of the Institution	Capacity-building for the SDGs	Year and duration	Mode of delivery	Level	Funding partner
Foundation for Organisationl Research and Education (FORE) School of Management	Training and sensitisation programme of educators and students	2018	Offline	Faculty and students	United Nations Information Centre for India and Bhutan
Xavier University (School of Sustainability)	Development to sustainable development – How are the SDGs enabling the transition?	5th Sustainability Summit, 2019 (2 days) Organised Sustainability Summits since 2015	Offline	Officials from government, public and private	Global Reporting Initiatives (GRI) and Wipro Foundation
Tata Institute of Social Sciences (TISS)	Social entrepreneurship and the SDGs	2017		State government, public and private sector	Open MDP (respective clients)
Goa Institute of Management	Implementing the SDGs: How to achieve Vision 2030	2021	Online	Officials from government, public and private sector	Open MDP (respective clients)

Appendix 12: Interview schedule for the study

Dear Sir/Madam,

The Goa Institute of Management has undertaken a six-month study entitled *Localising SDG in India: Role of Government and Private Training Institutes*. The study is supported by the German Development Institute. The main aim of the study is analyse the capacity-building initiatives undertaken by the Government of India to disseminate information on SDGs at the national, state and local levels. The study will help to design an evidence-based policy on SDG capacity-building in India.

As part of the study, we would like to interview you for 25 minutes. The responses of the study will be used only for academic purposes. We look forward to your consent, time and support.

Thanking you,

Dr. Sreerupa Sengupta and Dr. Avik Sinha

(Project Coordinators)

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1. Does your organisation offer SDG training?
2. What topics do you cover in SDG training?
3. Source of funding for SDG training
4. Resource person for SDG training
5. Do you collaborate with any other institution for imparting SDG training?
6. If yes, with which institution do you collaborate?
7. Is there any mandate from government to conduct SDG training?

8. Do you think there are competitors in the field of SDG training?
9. Do you have any competitors in the sphere of SDG training?
10. If yes, who are they?

11. What are current challenges in the domain of SDG training in India?
12. What are your suggestions for improving the situation?

13. Do you conduct post training analysis of SDG training?
14. If yes, why?
15. Do you think such analysis is relevant?

Appendix 13: List of experts interviewed for the study	
Toral Gala	Program Officer, UNDP Interviewed January 2021
Divya Parmar, IES	Professor and Director Centre for Sustainable Development Goals Mari Channa Reddy Human Resource Institute (ATI of Telangana) Interviewed December 2020
Prateek Kumar	Partnership Lead SDGCC Government of Karnataka Interviewed December 2020
Seema Fernandes	Assistant Director Goa Institute of Public Administration and Rural Development Interviewed December 2020
Dr Pratyusna Patnaik	Assistant Professor Centre for Panchayati Raj, Decentralized Planning and Social Service Delivery National Institute of Rural Development Interviewed January 2021
Dr Shyamashree Dasgupta	Assistant Professor Indian Institute of Technology Mandi Interviewed December 2020
Dr Sandhya Seshadri Iyer	Associate Professor Centre for Public Policy, Habitat and Human Development School of Development Studies Tata Institute of Social Sciences Interviewed December 2020
Swati Ganeshan	Area Convener Centre for Resource Efficiency and Governance The Energy and Resource Institute Interviewed December 2020
Dr Divya Singhal	Professor, General Management (Economics) Chairperson, Centre for Social Sensitivity and Action Goa Institute of Management Interviewed December 2021