



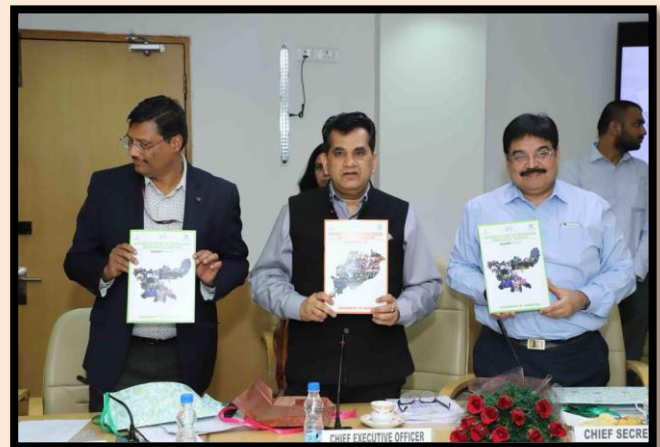
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**School Education and Literacy Department,
Govt. of Jharkhand**

Jharkhand Education Project Council

Capacity Building of Mid-Management Officials



Capacity Building of Mid-Management Officials

As a part of its systemic transformation efforts under Project SATH, Jharkhand has initiated a series of initiatives aimed at improving the capacity of mid-management officials (district & block officials). This has ranged from regular awareness/training workshops and facilitation of reviews to handholding of digital app/data usage and joint school visits/mentorship sessions. The following is an example of capacity building efforts in Pakur district, one of the most difficult districts in Jharkhand.

District: Pakur, Block: Littipara (East)

Context

In Pakur district, Gyan Setu (state remedial program) was difficult to run in a desired manner in the absence of capacity building. Officials were struggling to understand how to manage, track, and support such a large scale project. In order to address this, a cross-stakeholder effort across CRPs, BEEOs, BPOs was launched. These stakeholders were divided into smaller groups and a long-term plan for capacity building was developed.

Capacity building was focused not just on management & leadership skills but also intrapersonal and communication skills, as well as attitudes and beliefs, which influences the practices and decisions of service-providers, community leaders, planners and policy makers.

Action Taken to Improve:

1. Identified the learning need of the officials and grouped them basis learning needs and associated responsibilities.
2. Prioritized intervention basis urgency of need with the group.
3. Components that were dealt with BRP/CRP were on conducting effective school inspection by building on understanding of the variables asked, documenting the findings on EVV platform, and supporting teachers for school certification program.
4. Components that were dealt with BEEO/BPO were on analysing MIS data, prioritizing school visits basis data, fact finding and trouble shooting issues related to GS and School Functioning, and recording findings leading to taking actions. In addition to this, how to do spot testing to assess learning outcomes and pivoting to academic focused-discussion were the key areas of intervention.
5. The engagement included three key interventions -
 - a. One-on-One intervention with functionaries
 - b. Modelling Field Visit along with functionaries
 - c. Focused Group Discussion with functionaries

6. Technical assistance like setting up a block monitoring cell and people started feeding data on EVV portal themselves in an effective manner. Block monitoring cell is working after school hours and CRPs has started entering data on EVV effectively.

Impact:

1. Strengthened the key processes that enable the participation of BLOs in making decisions that affect the Gyan Setu Program (i.e. Preparation of block review, facilitate Guru Gosthi and Block Reviews, and follow-up on Actions Taken).
2. Influenced attitudes, values, structures in the best interests of children through immersive sensitization of officials towards school inspection and spot testing.
3. BRP/CRP were sensitized to do *app-based monitoring* even after tablets were submitted in Moral Code of Conduct and there have been a shoot-up in monitoring.
4. BEEO and BPO have started using EVV to record school visit and actioning on data every fortnight.
5. Littipara (E) has shed the tag of poor performance block among district officials in reference to Gyan Setu and earned confidence of District-level office.

Outcomes

1. % of school monitoring through EVV by BRP/CRP has increased in Littipara
2. % of school monitoring through EVV by BLOs has increased in Littipara
3. Cluster-level Meeting has happened in the entire block focused on Certification and Baseline Assessment in the leadership of BEEO.
4. Schools reported non-functional, poor/very poor Gyan Setu, etc have been closely tracked by BPO on weekly basis and action taken is diligently followed-up for closure.