

INNOVATION DAYS – Experience grid

Fill this grid to submit an innovation you would like to present during an Innovation Day

Name and function of the person who fills the grid: Pravin Bhope
Programme team

1. Name/title of the innovation	Building Community Engagement in Education – Role of Community Volunteers -Change Vectors
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2. Context and issues

In which context has this innovation been developed? What were the issues/needs it was trying to address?

Jhabua and Alirajpur districts of Madhya Pradesh are among the most backward districts in the country. They have lowest Literacy Rate in the State (36 and 43) and region is drought prone with high male migration. Education Infrastructure is poor.

The education context where this innovation has been developed is summarized as below

- High dropout rates
- Poor Student learning levels
- Enrollment, particularly of girl child is low
- Teacher absenteeism
- Deficiencies in teacher’s motivation and commitment
- Poor classroom learning environment

The school closure during the lockdown had further aggravated the situation. Because of low connectivity and less no. of smart phone user on line education in such testing time was a distant dream in these districts.

3. Type of innovation (tick the corresponding box)

Technological or practical innovation (tool, practice, technique, etc.)	**
Institutional, organizational or methodological innovation (regarding processes, organizational models, relationships between stakeholders, project management, etc.)	
Political innovations (new policy measures, regulations, rules, etc.)	

4. Description of the innovation

Describe your innovation: what was it about? How does it work? What is the methodology?

The innovation is to bring community ownership and community/parent engagement to Schools

Creates an environment which promotes learning of engagement and to ensure communities' affective and effective engagement through:

1. Community Volunteers championing and spearheading processes aimed at building and nurturing an environment of learning and curiosity within the community and
2. Interface mechanisms instituted with the existing functional and statutory structures such as the School Management Committees, standing committees in the Gram Panchayat etc. This is critical to sustain simultaneous effort being done to ensure that the motivation and capacities of teachers are strengthened.

The process involves

1. Identification of potential change vectors through community process
2. Training of change vectors
3. Deploying change vectors
4. Hand holding support and engagement in collective action

Visioning, appropriate training (experiential) with material support and Handholding support is key to ensure effective engagement of change vectors

5. Results/changes

What were the results/effects of this innovation? What kind of changes has it induced in the various stakeholders?

One of the key achievements is that the change vectors played a critical role in ensuring continued learning during the school closure in more than 150 villages in the project area through learning hubs.

Effect of change vector in the project is given below

- Respect for the teacher among the community has increased.
- Teachers also acknowledged the role of change vectors and Mother group. Felicitation of Change vectors by the teachers in 150 villages.
- Letter issued by Block Education office for involvement of Mata Samiti in School Management Committee meetings which paved way to ensure suggestions are given importance and ensure follow up for suggestion.
- Participation of Change Vector in adult education program in 50 villages.

6. Key elements to capitalise/document

What are the key strengths and weaknesses of this innovation? What are the main lessons learnt? This section can be further detailed after the presentation in order to include the feedback from the participants.

The strength of this innovation is in its ability to establish better connect between community and school thereby creating a joyful learning environment for the children. It is a cost-effective model and creates a multiplicative force triggering discussion and aspiration in the community for change and action in education eco system.

Key Learnings

The community can be oriented and trained to take up the cause of education. They should also be prepared to take up the responsibility in disaster preparedness as well as in normal times.

Even the illiterate and less educated Change Vectors are able to take up the cause of education in the village if trained and with proper hand holding support.

7. Who to contact for more information

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